



Woodland Elementary

1730 Gibb Shoals Rd.
Greer, SC 29650

Grades	PK-5 Elementary School	
Enrollment	1,094 Students	
Principal	Wanda G. Mote	864-355-0400
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Dr. Keith Ray	864-288-0476



THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Good	Below Average
2007	Good	Good
2006	Good	Below Average
2005	Good	At-Risk
2004	Good	At-Risk

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

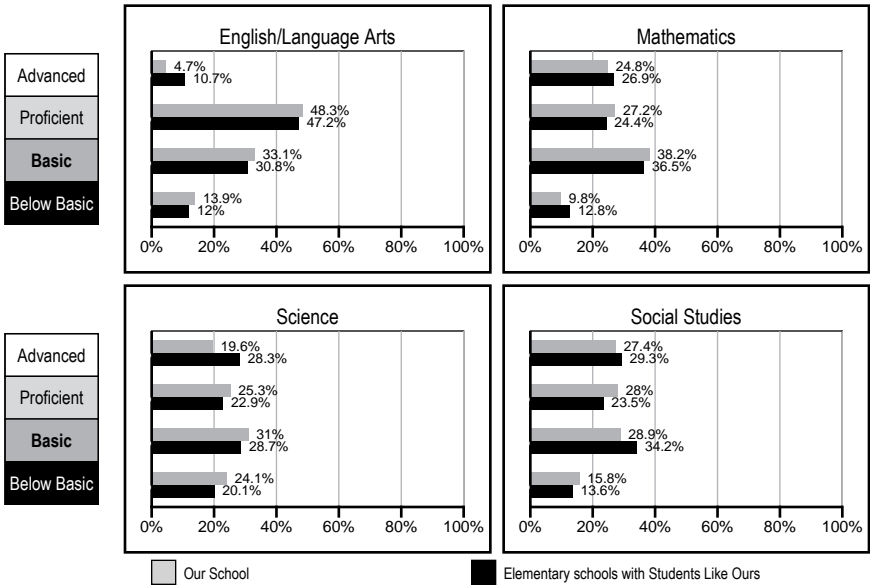
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 92.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
7	22	11	2	0

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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=1,094)				
First graders who attended full-day kindergarten	88.0%	Down from 98.0%	100.0%	100.0%
Retention rate	1.4%	Down from 2.9%	1.5%	2.3%
Attendance rate	96.8%	Up from 96.6%	96.8%	96.3%
Eligible for gifted and talented	15.1%	Down from 18.2%	22.2%	10.4%
With disabilities other than speech	6.0%	Up from 3.8%	6.3%	7.5%
Older than usual for grade	0.3%	Down from 0.8%	0.2%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=64)				
Teachers with advanced degrees	54.7%	Up from 54.2%	60.1%	56.7%
Continuing contract teachers	82.8%	Down from 86.4%	79.1%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	89.2%	Down from 91.5%	88.2%	86.4%
Teacher attendance rate	95.6%	Down from 95.9%	95.1%	94.9%
Average teacher salary	\$45,782	Up 2.9%	\$47,187	\$45,345
Professional development days/teacher	9.0 days	Down from 12.8 days	12.5 days	12.6 days
School				
Principal's years at school	11.0	Up from 10.0	4.5	4.0
Student-teacher ratio in core subjects	20.7 to 1	Up from 18.6 to 1	20.2 to 1	18.5 to 1
Prime instructional time	91.1%	Down from 91.2%	90.5%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.2%	Down from 100.0%	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil*	\$5,140	Up 6.1%	\$6,498	\$7,052
Percent of expenditures for instruction*	74.0%	Up from 72.0%	70.4%	69.1%
Percent of expenditures for teacher salaries*	69.2%	Up from 67.8%	65.5%	64.2%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Woodland Elementary School serves 1094 students in grades Pre k-5th from a variety of cultural backgrounds. Our dedicated teaching staff is highly qualified as defined by NCLB. Twelve (12) teachers have earned National Board Certification, and forty-two (42) have Masters Degrees or higher. To better meet the unique and diverse needs of our students, our teachers continually seek new strategies and methods based in Best Practices research to utilize in their instructional program. Intensive staff development is provided in targeted areas to equip teachers with exemplary teaching practices. One area of focus this year has been Differentiated Instructional Strategies.

We continue to explore ways to involve our parents more in the education of their children. As a result of a grant provided by a local community agency, we were able to provide a series of parenting workshops for our Hispanic parents. We were also able to provide after school Spanish classes for interested families in the fall and spring semesters.

Available data from a variety of sources is analyzed regularly to monitor student progress. Many teachers worked with individual students to set goals and monitor individual progress on a regular basis. We continued the implementation of MAP (Measures of Academic Performance) to drive instructional decisions and groupings. Our Before School Program (Morning Master Minds) was again available to targeted students. Participation was based on individual PACT scores.

Woodland is fortunate to have many caring and involved parents. Our PTA and SIC support our programs and efforts by recruiting volunteers and generating needed financial support. Through their efforts, we are better able to face the challenges and embrace the opportunities in our community. It is our shared vision and belief that every child can achieve to their greatest potential if provided opportunities, proper support, encouragement, and love. We are committed to that end.

Wanda Mote, Principal
Stefanie Moseley, SIC Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	61	145	105
Percent satisfied with learning environment	98.3%	91.0%	92.3%
Percent satisfied with social and physical environment	100.0%	88.8%	89.5%
Percent satisfied with school-home relations	100.0%	94.4%	81.9%

* 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 25 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. Sanction: Implement the restructuring plan.
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	1.9%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	2.4%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.8%	94.0%	Yes

* Or greater than last year

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)											
All Students	536	98.5	13	33.5	48.8	4.8	65.3	52.4	48.2	Yes	Yes
Gender											
Male	274	98.2	12.8	33.7	51	2.5	63.8	46.1	41.7	N/A	N/A
Female	262	98.9	13.3	33.2	46.5	7.1	66.8	59.1	55	N/A	N/A
Racial/Ethnic Group											
White	357	99.2	7.5	28.6	58.1	5.7	75.6	62.3	60	Yes	Yes
African American	69	100	28.3	41.7	28.3	1.7	45	31.7	31.7	Yes	Yes
Asian/Pacific Islander	12	100	11.1	44.4	22.2	22.2	55.6	74.9	70.4	I/S	I/S
Hispanic	85	94.1	25	48.6	25	1.4	36.1	36.7	38.4	No	Yes
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	58.7	47	I/S	I/S
Disability Status											
Disabled	59	98.3	39.6	17	39.6	3.8	49.1	20.3	16	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	25	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	90	95.6	25	46.3	26.3	2.5	36.3	36.1	36.9	No	Yes
Socio-Economic Status											
Subsided meals	159	96.9	23.3	49.6	27.1	0	42.1	34.3	34	Yes	Yes
Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)											
All Students	535	100	9.6	38.2	27.4	24.7	67.3	49.5	45.8	Yes	Yes
Gender											
Male	274	100	10.1	33.6	30	26.3	72.1	49.9	45.6	N/A	N/A
Female	261	100	9.1	43	24.8	23.1	62.4	49	45.9	N/A	N/A
Racial/Ethnic Group											
White	356	100	3.6	32.6	31.7	32	78.1	59.4	59	Yes	Yes
African American	69	100	25	55	15	5	36.7	27.2	26.9	Yes	Yes
Asian/Pacific Islander	12	100	11.1	44.4	22.2	22.2	66.7	75.3	71.3	I/S	I/S
Hispanic	85	100	22.7	49.3	18.7	9.3	42.7	37.4	38.1	Yes	Yes
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	52.4	46.2	I/S	I/S
Disability Status											
Disabled	59	100	33.3	35.2	14.8	16.7	50	20.1	17.1	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	30	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	90	100	21.7	47	19.3	12	48.2	38.4	38.7	Yes	Yes
Socio-Economic Status											
Subsided meals	158	100	19.9	55.1	20.6	4.4	39.7	32.2	31.4	Yes	Yes

* Adj - Adjusted to account for natural variation in performance.

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	361	99.7	24	31.1	25.1	19.8	44.9	39.3	35.7	96.8	96.5
Gender											
Male	188	99.5	18.6	33.7	26.2	21.5	47.7	41.6	37.4	96.9	96.4
Female	173	100	29.6	28.4	24.1	17.9	42	36.9	33.8	96.7	96.6
Racial/Ethnic Group											
White	240	100	9.7	33.2	31.4	25.7	57.1	49.7	49.2	96.9	96.4
African American	47	97.9	61.9	21.4	11.9	4.8	16.7	18.2	17	96.6	96.4
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	I/S	60.9	58	97.8	97.7
Hispanic	60	100	51.9	33.3	11.1	3.7	14.8	23.7	24.9	96.6	96.9
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	34.2	37.4	93.3	95.3
Disability Status											
Disabled	34	100	36.4	39.4	12.1	12.1	24.2	16.3	14	96.1	95.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	20	21.9	N/A	96.4
English Proficiency											
Limited English Proficient	62	100	48.3	36.2	12.1	3.4	15.5	22.6	24.4	96.8	97.2
Socio-Economic Status											
Subsided meals	112	99.1	44.4	38.4	11.1	6.1	17.2	21.3	21.1	96.3	95.8
Social Studies											
All Students	357	99.2	15.5	29	28	27.4	55.5	38.1	34	96.8	96.5
Gender											
Male	181	98.9	10.4	23.3	32.5	33.7	66.3	41	36.6	96.9	96.4
Female	176	99.4	20.6	34.5	23.6	21.2	44.8	35	31.3	96.7	96.6
Racial/Ethnic Group											
White	241	100	8.5	26.3	31.3	33.9	65.2	46.1	44.5	96.9	96.4
African American	43	97.7	41	35.9	20.5	2.6	23.1	20.5	19.1	96.6	96.4
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	60.2	58.9	97.8	97.7
Hispanic	56	96.4	27.5	33.3	19.6	19.6	39.2	27.7	27.5	96.6	96.9
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	28.3	32.7	93.3	95.3
Disability Status											
Disabled	40	100	36.1	16.7	22.2	25	47.2	17.1	14.4	96.1	95.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	28.6	22.6	N/A	96.4
English Proficiency											
Limited English Proficient	60	96.7	27.3	36.4	21.8	14.5	36.4	27.6	27.3	96.8	97.2
Socio-Economic Status											
Subsided meals	109	98.2	30.6	41.8	18.4	9.2	27.6	22.8	21	96.3	95.8

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*	
English/Language Arts									
2007	3	159	100	14.2	27.7	54.1	4.1	58.1	
	4	160	99.4	10.3	37	48.6	4.1	52.7	
	5	146	100	18.8	40.6	39.1	1.4	40.6	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	192	99	8.2	18.8	64.7	8.2	72.9	
	4	185	97.3	17	37.4	42.7	2.9	45.6	
	5	159	99.4	14	46.2	37.1	2.8	39.9	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
Mathematics									
2007	3	159	100	13.5	46.6	26.4	13.5	39.9	
	4	160	100	15	28.6	25.9	30.6	56.5	
	5	146	100	13	41.3	23.2	22.5	45.7	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	191	100	8.8	44.4	22.2	24.6	46.8	
	4	185	100	12.6	36.6	28.6	22.3	50.9	
	5	159	100	7	32.9	32.2	28	60.1	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
Science									
2007	3	79	100	29.3	36	29.3	5.3	34.7	
	4	160	100	26.5	31.3	25.2	17	42.2	
	5	73	100	31.9	29	14.5	24.6	39.1	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	95	100	18.4	28.7	40.2	12.6	52.9	
	4	185	100	27.4	31.4	20	21.1	41.1	
	5	81	98.8	22.2	33.3	19.4	25	44.4	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
Social Studies									
2007	3	80	100	11	47.9	26	15.1	41.1	
	4	160	100	19	40.8	28.6	11.6	40.1	
	5	73	100	21.4	35.7	22.9	20	42.9	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	95	99	10.8	21.7	37.3	30.1	67.5	
	4	185	99.5	16.7	32.8	24.7	25.9	50.6	
	5	77	98.7	18.3	28.2	25.4	28.2	53.5	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	

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