



Woodfields Elementary

304 Woodfields Street
Greenwood, South

Grades	PK-5 Elementary School	
Enrollment	530 Students	
Principal	R. Jean Craig	864-941-5540
Superintendent	Dr. Darrell Johnson	864-941-5400
Board Chair	Debrah Miller	864-374-3513

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

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

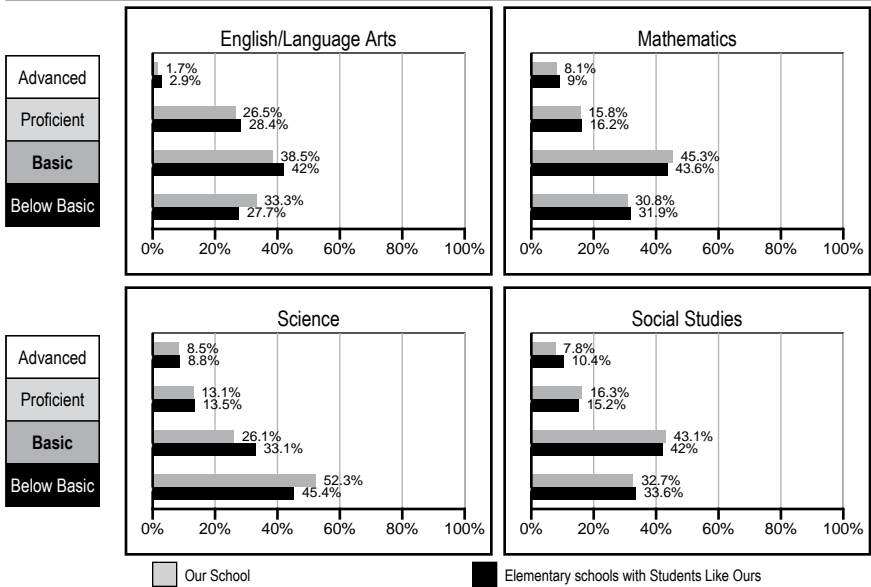
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 98.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	17	62	13

* 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=530)				
First graders who attended full-day kindergarten	93.8%	Down from 100.0%	100.0%	100.0%
Retention rate	1.4%	Down from 1.9%	2.9%	2.3%
Attendance rate	96.4%	No Change	96.0%	96.3%
Eligible for gifted and talented	6.9%	Up from 6.7%	6.1%	10.4%
With disabilities other than speech	6.7%	Down from 8.8%	8.3%	7.5%
Older than usual for grade	1.2%	Up from 0.9%	1.1%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	9.6%	Up from 0.0%	0.0%	0.0%
Teachers (n=46)				
Teachers with advanced degrees	54.3%	Up from 52.3%	54.1%	56.7%
Continuing contract teachers	58.7%	Down from 72.7%	71.6%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	82.7%	Up from 82.5%	84.8%	86.4%
Teacher attendance rate	93.9%	Down from 94.3%	94.9%	94.9%
Average teacher salary	\$44,118	Up 6.1%	\$44,191	\$45,345
Professional development days/teacher	7.9 days	Down from 17.0 days	13.1 days	12.6 days
School				
Principal's years at school	1.0	Down from 2.0	3.0	4.0
Student-teacher ratio in core subjects	19.7 to 1	Down from 19.9 to 1	17.0 to 1	18.5 to 1
Prime instructional time	88.7%	Down from 89.2%	89.1%	89.8%
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	Down from Excellent	Excellent	Excellent
Dollars spent per pupil*	\$6,549	Up 2.8%	\$7,699	\$7,052
Percent of expenditures for instruction*	68.4%	Down from 70.7%	69.1%	69.1%
Percent of expenditures for teacher salaries*	65.3%	Down from 66.6%	62.6%	64.2%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

The Woodfields Elementary School family soared to new heights during the 2007-2008 school year. Many of our efforts were spent refocusing and promoting the individual growth of each student as well as using data to guide our instruction.

We began our year by involving parents in grade level curriculum nights where we shared our goals and expectations for the school year. Teachers and staff were involved in weekly grade level collaboration and staff development led by our Literacy Coach and Math Coach. The academic coaches modeled best practices and supported the teachers in their implementation of authentic, engaging classroom lessons. The Instructional Specialist led our teachers in analyzing their lesson plans and differentiating their instruction to meet the needs of our students.

The balanced literacy initiative allowed teachers to work with students at their individual levels to promote growth toward reaching their goal of proficiency while the Math Out of the Box curriculum allowed the students to experience and learn math using hands-on real world mathematical situations.

Highlights of the year included: awards assemblies, ESOL Celebration, OnCourse planning, BEST Program, Woodfields 50th Birthday Celebration, parent conferences, Math Night at Bi-Lo, Literacy Alive, and our Science Fair. In addition to this, there are many teachers that are continuing to expand their professional knowledge and expertise. Eight teachers are working to be National Board Certified and several are working to obtain Master's Degrees.

Woodfields Elementary is a diverse community of caring dedicated professionals who are committed to our children and educational excellence. Our mission guides us in enabling all students to soar to new heights now and in the future.

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	36	87	43
Percent satisfied with learning environment	91.7%	86.2%	73.8%
Percent satisfied with social and physical environment	97.2%	79.3%	70.7%
Percent satisfied with school-home relations	63.9%	81.6%	78.6%

* 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 15 out of 25 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

Newly Identified

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	0.0%	1.8%	
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%	
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.4%	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
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	254	99.6	33	38.6	26.6	1.7	37.8	45	48.2	No	Yes
Gender											
Male	138	99.3	36.7	36.7	23.4	3.1	37.5	40	41.7	N/A	N/A
Female	116	100	28.6	41	30.5	0	38.1	49.9	55	N/A	N/A
Racial/Ethnic Group											
White	87	100	22.2	34.6	39.5	3.7	56.8	62.2	60	Yes	Yes
African American	100	99	34.4	45.6	18.9	1.1	27.8	27.2	31.7	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	79.5	70.4	I/S	I/S
Hispanic	65	100	45	35	20	0	26.7	27.4	38.4	No	Yes
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	47	I/S	I/S
Disability Status											
Disabled	35	100	74.2	9.7	16.1	0	16.1	14.4	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	66	100	45.8	33.9	20.3	0	25.4	29.1	36.9	No	Yes
Socio-Economic Status											
Subsided meals	196	99.5	39	36.2	23.2	1.7	32.8	28.8	34	No	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	254	100	30.8	45.3	15.8	8.1	37.2	45.5	45.8	No	Yes
Gender											
Male	138	100	27.9	45	15.5	11.6	40.3	46.7	45.6	N/A	N/A
Female	116	100	34.3	45.7	16.2	3.8	33.3	44.3	45.9	N/A	N/A
Racial/Ethnic Group											
White	87	100	19.8	43.2	22.2	14.8	53.1	62.8	59	Yes	Yes
African American	100	100	33	46.2	16.5	4.4	30.8	27.1	26.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	84.1	71.3	I/S	I/S
Hispanic	65	100	41.7	46.7	6.7	5	25	30.9	38.1	No	Yes
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	46.2	I/S	I/S
Disability Status											
Disabled	35	100	67.7	19.4	3.2	9.7	12.9	17.1	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	66	100	42.4	45.8	6.8	5.1	25.4	34.1	38.7	No	Yes
Socio-Economic Status											
Subsided meals	196	100	36	46.1	12.4	5.6	29.8	29.3	31.4	No	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	166	100	52.3	26.1	13.1	8.5	21.6	35.7	35.7	96.4	96.3
Gender											
Male	93	100	45.5	29.5	13.6	11.4	25	39	37.4	96.3	96.2
Female	73	100	61.5	21.5	12.3	4.6	16.9	32.4	33.8	96.5	96.5
Racial/Ethnic Group											
White	54	100	30	36	16	18	34	53.7	49.2	95.3	96.3
African American	66	100	59	24.6	11.5	4.9	16.4	16.6	17	96.7	96.2
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	76.7	58	99.9	98
Hispanic	45	100	68.3	17.1	12.2	2.4	14.6	17.1	24.9	97	96.7
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	37.4	N/A	N/A
Disability Status											
Disabled	21	100	73.7	10.5	0	15.8	15.8	11.7	14	95.3	95.2
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	97.8
English Proficiency											
Limited English Proficient	46	100	67.5	17.5	12.5	2.5	15	20.6	24.4	97.1	96.9
Socio-Economic Status											
Subsided meals	130	100	58.5	23.7	11.9	5.9	17.8	17	21.1	96.2	95.7
Social Studies											
All Students	167	100	32.7	43.1	16.3	7.8	24.2	30.7	34	96.4	96.3
Gender											
Male	82	100	30.3	40.8	18.4	10.5	28.9	34.3	36.6	96.3	96.2
Female	85	100	35.1	45.5	14.3	5.2	19.5	27.1	31.3	96.5	96.5
Racial/Ethnic Group											
White	63	100	23.7	45.8	18.6	11.9	30.5	45.2	44.5	95.3	96.3
African American	64	100	35.1	50.9	12.3	1.8	14	15.2	19.1	96.7	96.2
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	78.6	58.9	99.9	98
Hispanic	38	100	42.9	28.6	20	8.6	28.6	16.9	27.5	97	96.7
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.7	N/A	N/A
Disability Status											
Disabled	25	100	54.5	31.8	9.1	4.5	13.6	13.6	14.4	95.3	95.2
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	97.8
English Proficiency											
Limited English Proficient	38	100	42.9	28.6	20	8.6	28.6	19.2	27.3	97.1	96.9
Socio-Economic Status											
Subsided meals	126	100	36	43.9	13.2	7	20.2	15.3	21	96.2	95.7

* 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	92	100	24.7	37.6	36.5	1.2	37.6	
	4	94	100	23.3	44.4	30	2.2	32.2	
	5	98	99	33.7	49.4	16.9	0	16.9	
	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	83	98.8	26.3	38.2	31.6	3.9	35.5	
	4	79	100	37.5	33.3	29.2	0	29.2	
	5	92	100	35.3	43.5	20	1.2	21.2	
	6	N/A	I/S	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	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics									
2007	3	92	100	34.1	47.1	16.5	2.4	18.8	
	4	94	100	31.1	42.2	17.8	8.9	26.7	
	5	98	100	22.5	61.8	9	6.7	15.7	
	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	83	100	36.4	48.1	13	2.6	15.6	
	4	79	100	30.6	45.8	9.7	13.9	23.6	
	5	92	100	25.9	42.4	23.5	8.2	31.8	
	6	N/A	I/S	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	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Science									
2007	3	47	100	68.2	27.3	4.5	0	4.5	
	4	94	98.9	51.7	39.1	4.6	4.6	9.2	
	5	48	100	57.8	28.9	2.2	11.1	13.3	
	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	41	100	51.4	32.4	13.5	2.7	16.2	
	4	79	100	52.8	26.4	12.5	8.3	20.8	
	5	46	100	52.3	20.5	13.6	13.6	27.3	
	6	N/A	I/S	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	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies									
2007	3	47	100	30.8	59	7.7	2.6	10.3	
	4	94	98.9	29.9	52.9	16.1	1.1	17.2	
	5	50	100	45.5	34.1	9.1	11.4	20.5	
	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	42	100	20	45	17.5	17.5	35	
	4	79	100	41.7	40.3	15.3	2.8	18.1	
	5	46	100	29.3	46.3	17.1	7.3	24.4	
	6	N/A	I/S	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	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S

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