



Meadowfield Elementary

525 Galway Lane
Columbia, South Carolina

Grades	PK-5 Elementary School	
Enrollment	636 Students	
Principal	Paula Stephens	803-783-5549
Superintendent	Dr. Percy Mack	803-231-7500
Board Chair	Wendy Brawley	803-231-7556

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

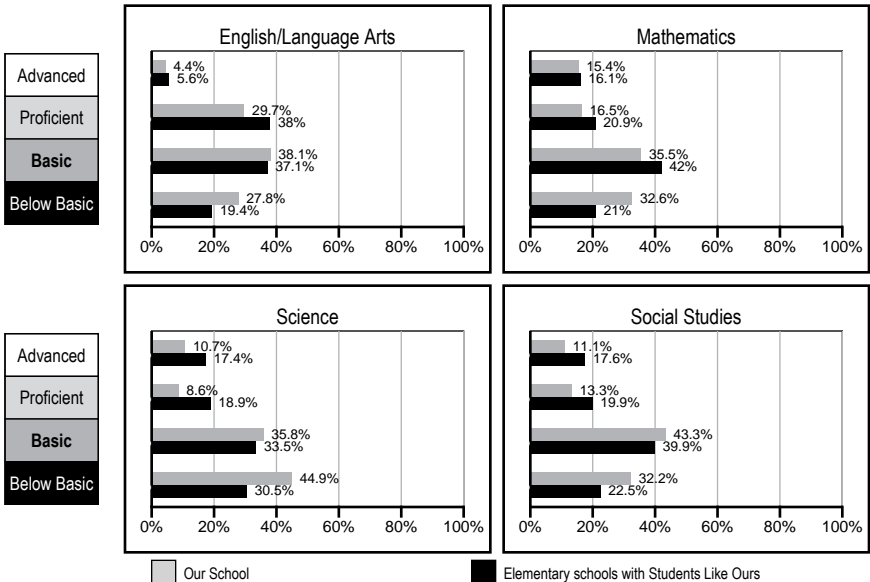
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 96.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	8	69	15	1

* 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=636)				
First graders who attended full-day kindergarten	99.1%	Down from 100.0%	100.0%	100.0%
Retention rate	0.3%	Down from 1.3%	2.3%	2.3%
Attendance rate	96.4%	Down from 96.6%	96.3%	96.3%
Eligible for gifted and talented	19.8%	Up from 15.0%	11.9%	10.4%
With disabilities other than speech	11.0%	Up from 10.0%	8.3%	7.5%
Older than usual for grade	0.2%	Down from 0.6%	0.5%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.3%	Up from 0.0%	0.0%	0.0%
Teachers (n=49)				
Teachers with advanced degrees	65.3%	Up from 62.2%	56.7%	56.7%
Continuing contract teachers	65.3%	Down from 66.7%	80.0%	77.3%
Teachers with emergency or provisional certificates	2.6%	No Change	0.0%	0.0%
Teachers returning from previous year	83.0%	Down from 83.3%	87.7%	86.4%
Teacher attendance rate	96.0%	Up from 95.2%	95.1%	94.9%
Average teacher salary	\$49,965	Up 3.8%	\$45,347	\$45,345
Professional development days/teacher	11.0 days	Down from 11.1 days	12.2 days	12.6 days
School				
Principal's years at school	5.0	Up from 4.0	3.0	4.0
Student-teacher ratio in core subjects	19.3 to 1	Up from 17.6 to 1	18.7 to 1	18.5 to 1
Prime instructional time	91.1%	Up from 90.5%	90.1%	89.8%
Opportunities in the arts	Good	Down from Excellent	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	94.4%	Up from 94.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$6,650	Up 0.5%	\$6,610	\$7,052
Percent of expenditures for instruction*	81.6%	No Change	69.0%	69.1%
Percent of expenditures for teacher salaries*	76.8%	Down from 77.7%	65.1%	64.2%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Meadowfield Elementary continued to successfully implement strategies to achieve the goals outlined in the School Renewal Plan. These goals include: increasing student achievement, improving teacher and administrator quality, and creating a positive school climate.

Teachers utilized technology with Accelerated Math, Accelerated Reader, and SuccessMaker to individualize and differentiate student learning. Technology resources were expanded to include SMART Board units in fifth-grade classrooms and a portable unit for the primary classes. A science teacher specialist, in conjunction with classroom teachers, provided laboratory experiences.

We completed our second year of Paideia Academy Training which focused on the development of academic and social skills through Paideia Coached Projects. A Coached Project is an interdisciplinary unit of study that leads to a student performance or a product of real world value. The Coached Projects contain three instructional methods: didactic (direct teaching), intellectual coaching (skill development), and seminar discussion. Students, staff, parents, and community members worked together to develop, present, and assess Coached Projects at every grade level.

In "The Writers Showcase," students demonstrated skills from the newly implemented writing curriculum. A reading specialist and literacy coach provided extensive interventions. Students realized numerous accomplishments as evidenced by their Paideia Coached Project presentations, the "Building Better Mustangs" character education program, and honor rolls. In addition, students served their school community through Safety Patrol, Student Council, Friendly Helpers, Recess Patrol, News Team, and Media Helpers. Our students placed second in the "Reading with the Lady Gamecocks" competition.

The faculty consistently attended professional development sessions and held weekly "Data Team" meetings to enhance instructional practices. Through our Professional Development School partnership with the University of South Carolina, our teachers, USC faculty, and a USC liaison supervised the internship and practicum classes of future educators. Our accomplished faculty includes ten National Board Certified teachers.

The PTO and SIC worked diligently to strengthen community relations and parental involvement. Sponsored events included a Back-to-School Social, New Parent Coffee, Open House, Paideia Parent Seminars, Prayer Walk, Lasagna Supper, Book Fair, Winter and Spring Concerts, Pastries for Parents, Hearts Hop Dance, Talent Show, Spring Carnival, and Field Day. Parents and community members volunteered as mentors, presenters and chaperones. Our students benefited from partnerships with Dorn Veterans Hospital, Fort Jackson, CiCi's, Papa John's, and Qdoba.

Paula Stephens, Principal; Debra Tedeschi, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	44	89	54
Percent satisfied with learning environment	75.0%	86.4%	90.4%
Percent satisfied with social and physical environment	79.5%	79.3%	87.0%
Percent satisfied with school-home relations	77.3%	86.0%	86.8%

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

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School Adequate Yearly Progress

NO

This school met 14 out of 21 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	1.5%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	3.2%	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	299	99.7	27.6	38.2	29.8	4.4	45.6	41.2	48.2	Yes	Yes
Gender											
Male	145	99.3	34.8	38.6	24.2	2.3	37.1	35	41.7	N/A	N/A
Female	154	100	20.7	37.9	35	6.4	53.6	47.5	55	N/A	N/A
Racial/Ethnic Group											
White	71	100	8.7	31.9	47.8	11.6	73.9	73	60	Yes	Yes
African American	212	99.5	36.2	41.5	21.3	1.1	33	33.3	31.7	No	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	77.6	70.4	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	42.7	38.4	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
Disability Status											
Disabled	61	100	59.6	33.3	5.3	1.8	14	14.1	16	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	43.4	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	42.2	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	176	99.4	38.5	42.3	17.9	1.3	30.8	31.2	34	No	Yes

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

All Students	299	99.7	32.4	35.7	16.5	15.4	43.8	34.9	45.8	No	Yes
Gender											
Male	145	99.3	37.1	33.3	15.9	13.6	36.4	33.8	45.6	N/A	N/A
Female	154	100	27.9	37.9	17.1	17.1	50.7	35.9	45.9	N/A	N/A
Racial/Ethnic Group											
White	71	100	5.8	27.5	27.5	39.1	75.4	71.2	59	Yes	Yes
African American	212	99.5	43.6	37.8	12.8	5.9	29.8	25.8	26.9	No	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	74.6	71.3	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	37.9	38.1	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status											
Disabled	61	100	66.7	17.5	8.8	7	17.5	12.2	17.1	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	26.2	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	36.3	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	176	99.4	44.9	39.1	10.3	5.8	29.5	24.6	31.4	No	Yes

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

Abbreviations for Missing Data

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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	203	99.5	44.6	36	8.6	10.8	19.4	25.3	35.7	96.4	96.1
Gender											
Male	99	99	53.3	34.4	4.4	7.8	12.2	26	37.4	96.5	95.8
Female	104	100	36.5	37.5	12.5	13.5	26	24.6	33.8	96.4	96.3
Racial/Ethnic Group											
White	52	100	16	38	20	26	46	61.9	49.2	96.3	96.3
African American	140	99.3	57.6	35.2	4	3.2	7.2	16.4	17	96.5	96
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	56.8	58	96.6	96
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	25.7	24.9	96.6	96.4
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	95.7	94.6
Disability Status											
Disabled	41	97.6	68.4	21.1	5.3	5.3	10.5	8.9	14	95.6	95.1
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	16.7	21.9	N/A	96.9
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	25.2	24.4	98	96.7
Socio-Economic Status											
Subsided meals	121	99.2	61.5	31.2	4.6	2.8	7.3	15.1	21.1	96	95.8
Social Studies											
All Students	200	100	32.2	43.3	13.3	11.1	24.4	27.2	34	96.4	96.1
Gender											
Male	96	100	31.8	45.5	10.2	12.5	22.7	28.1	36.6	96.5	95.8
Female	104	100	32.6	41.3	16.3	9.8	26.1	26.2	31.3	96.4	96.3
Racial/Ethnic Group											
White	46	100	13	37	23.9	26.1	50	60.9	44.5	96.3	96.3
African American	143	100	39.5	47.6	8.9	4	12.9	18.2	19.1	96.5	96
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	64.9	58.9	96.6	96
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	33.3	27.5	96.6	96.4
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	95.7	94.6
Disability Status											
Disabled	38	100	64.7	26.5	8.8	0	8.8	9.7	14.4	95.6	95.1
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	20.7	22.6	N/A	96.9
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	36.4	27.3	98	96.7
Socio-Economic Status											
Subsided meals	118	100	39.2	52	4.9	3.9	8.8	16.8	21	96	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	99	100	15.1	27.9	39.5	17.4	57	
	4	104	100	18.8	42.7	36.5	2.1	38.5	
	5	86	100	25	44.7	27.6	2.6	30.3	
	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	92	98.9	23.3	41.9	25.6	9.3	34.9	
	4	105	100	36.8	28.4	32.6	2.1	34.7	
	5	102	100	22	45.1	30.8	2.2	33	
	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	99	100	19.8	48.8	12.8	18.6	31.4	
	4	104	100	27.1	41.7	22.9	8.3	31.3	
	5	86	100	39.5	30.3	13.2	17.1	30.3	
	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	92	98.9	41.9	36	8.1	14	22.1	
	4	105	100	31.6	35.8	17.9	14.7	32.6	
	5	102	100	24.2	35.2	23.1	17.6	40.7	
	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	50	100	43.9	36.6	17.1	2.4	19.5	
	4	104	100	44.8	29.2	16.7	9.4	26	
	5	43	100	45.9	29.7	10.8	13.5	24.3	
	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	48	100	44.4	37.8	8.9	8.9	17.8	
	4	105	100	48.4	34.7	9.5	7.4	16.8	
	5	50	98	37	37	6.5	19.6	26.1	
	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	
Social Studies									
2007	3	49	100	15.6	48.9	20	15.6	35.6	
	4	104	99	31.6	44.2	15.8	8.4	24.2	
	5	43	100	35.9	46.2	12.8	5.1	17.9	
	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	43	100	24.4	46.3	14.6	14.6	29.3	
	4	105	100	34.7	44.2	12.6	8.4	21.1	
	5	52	100	34.1	38.6	13.6	13.6	27.3	
	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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