



Woodland Heights Elementary

1216 John B. White Blvd.
Spartanburg, South

Grades	PK-5 Elementary School	
Enrollment	414 Students	
Principal	Dr. Cynthia Pridgen	864-576-0506
Superintendent	Darryl Owings	864-576-4212
Board Chair	Mr. Alex Meadows	864-576-4212

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Good	Average
2008	Average	At-Risk
2007	Average	At-Risk
2006	Average	At-Risk
2005	Good	At-Risk

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 GOAL

By 2010, SC'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.

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.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

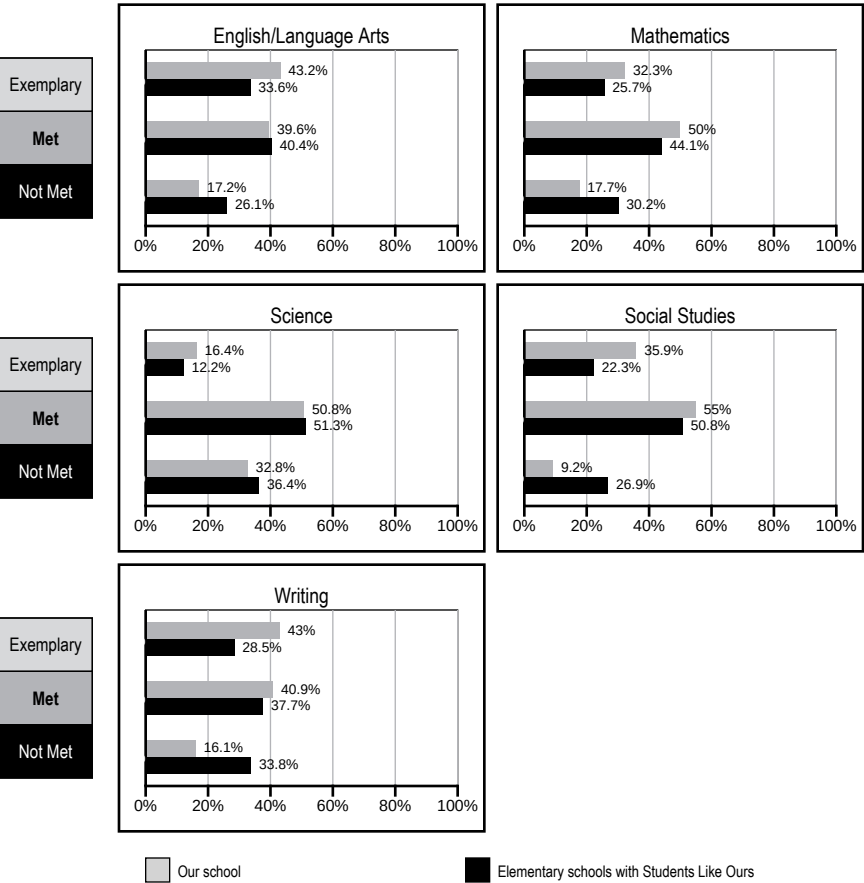
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 99.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	15	95	12	0

* Ratings are calculated with data available by 06/01/2010.

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=414)				
First graders who attended full-day kindergarten	98.0%	Up from 97.0%	100.0%	100.0%
Retention rate	3.4%	Up from 2.4%	2.4%	1.9%
Attendance rate	97.2%	Down from 97.3%	96.1%	96.3%
Eligible for gifted and talented	20.4%	Up from 19.8%	8.5%	10.0%
With disabilities other than speech	15.5%	Up from 8.0%	9.1%	7.7%
Older than usual for grade	0.0%	Down from 0.3%	0.6%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=36)				
Teachers with advanced degrees	63.9%	Up from 57.1%	59.1%	59.4%
Continuing contract teachers	77.8%	Down from 80.0%	82.5%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	89.6%	Down from 90.6%	86.4%	85.9%
Teacher attendance rate	95.8%	Up from 95.0%	95.0%	95.1%
Average teacher salary*	\$51,087	Up 5.7%	\$47,235	\$47,149
Professional development days/teacher	12.6 days	Down from 13.7 days	11.8 days	11.1 days
School				
Principal's years at school	5.0	Up from 4.0	5.0	4.0
Student-teacher ratio in core subjects	17.9 to 1	Up from 17.2 to 1	18.9 to 1	18.8 to 1
Prime instructional time	92.3%	Up from 91.6%	90.0%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.2%	Up from 96.5%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,726	Up 12.3%	\$7,342	\$7,458
Percent of expenditures for instruction**	74.7%	Up from 74.6%	68.4%	68.8%
Percent of expenditures for teacher salaries**	55.1%	Down from 70.6%	61.1%	63.2%

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

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Woodland Heights Elementary just completed their fourth year as an Arts in Basic Curriculum school. Less than sixty schools in SC have this recognition. The ABC site recognition came with \$7,500 in grant funds that provided many wonderful arts experiences. Each grade presented a musical drama tied to our school wide theme, "Learning to Lead." Kindergarten's program was "Character Counts With Clifford"; first grade learned about famous leaders and presented a program entitled "Leaders We Love"; second grade presented a Veteran's Day program entitled "Veterans Lead the Way"; third grade shared information about South Carolina through their program entitled "Christmas in Carolina"; fourth grade shared information about national government through "All Aboard the CitizenSHIP"; and fifth grade followed up their Barrier Island field studies with a program entitled "Warriors for the World." Students enjoyed seven arts performances at the school and attended several off-site performances. Eleven artists in residence provided musical, visual arts, drama, and dance experiences. Teachers utilized the arts in classrooms when teaching core academic subjects. Parents were invited to a Fine Arts Sneak a Peek Week where they visited classrooms and even participated in one of their child's arts experiences. Throughout the year, students participated in numerous activities that promote leadership, such as Student Council, Peer Helpers, Wildcat Cadets, and Gents and Ladies Clubs. Through our Wee C.A.R.E. (Children Are Reaching Everywhere) Program, students were able to give back to the community by sponsoring the Animal Shelter, Pennies for Pasta (children with leukemia), and the Christmas Giving Tree. Additional educational programs implemented included a full-day 4K program, Hands-On-Algebra, early morning math enrichment, reading incentive programs, in-school tutoring for grades K-5, afterschool homework assistance programs, computerized math and reading programs, and an afternoon Fitness Club for grades 3-5. An instructional afterschool and summer program partnership with a local church through a \$300,000 21st Century grant provided learning opportunities for many students.

A variety of school events allowed parents to share in their child's school experience. Some of these events were Back to School Night, Picnic on the Green, Open House, Health Fair, Sneak a Peek Weeks, Grandparents Day, and a Fine Arts Festival Week.

An active PTO provided WHES with funds to enrich learning opportunities. Through their fund raisers, the PTO purchased trade books, instructional materials, reading incentives, program supplies, playground equipment, learning games, iPods with portable sound systems, and much more! The extensive volunteer program included over 2,000 volunteer hours. Eleven teachers were awarded \$8,650.00 in EIA, Junior League, and Recycling grants. These grant funds provided students many extra learning opportunities such as science experiment supplies, field studies, reading incentives, instructional materials, projects, and guest artists and speakers. Two teachers received National Board Certification. We were also proud to have Mrs. Peggy Thigpen named Spartanburg School District Six Teacher of the Year.

By always keeping in mind our school motto, "Always for Children," the WHES faculty will continue to provide quality learning environments for all children.

Principal, Dr. Cynthia J. Pridgen
SIC, Kim Bresette

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	38	50	23
Percent satisfied with learning environment	100.0%	90.0%	95.5%
Percent satisfied with social and physical environment	100.0%	97.9%	91.3%
Percent satisfied with school-home relations	100.0%	90.0%	85.7%

* 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	YES
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This school met 17 out of 17 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	
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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	2.5%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	97.2%	94.0%*	Yes

* Or greater than last year

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
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	207	99.5	17.2	39.6	43.2	90.1	83.1	82.8	Yes	Yes
Gender										
Male	95	100	19.8	39.5	40.7	89.5	80.5	79.3	N/A	N/A
Female	112	99.1	15.1	39.6	45.3	90.6	85.8	86.5	N/A	N/A
Racial/Ethnic Group										
White	58	98.3	5.6	27.8	66.7	96.3	88.9	89.5	Yes	Yes
African American	123	100	21.7	46.1	32.2	87	75.7	73.7	Yes	Yes
Asian/Pacific Islander	12	100	33.3	16.7	50	83.3	88.6	92.3	I/S	I/S
Hispanic	12	100	I/S	I/S	I/S	I/S	73.8	76.5	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	80	82.5	I/S	I/S
Disability Status										
Disabled	24	95.8	N/AV	N/AV	N/AV	42.1	50.4	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	15	100	50	41.7	8.3	75	73	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	129	100	23.3	46.6	30.2	86.2	76.3	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	207	99.5	17.7	50	32.3	88.5	79.2	78.9	Yes	Yes
Gender										
Male	95	100	17.4	47.7	34.9	88.4	77.6	77	N/A	N/A
Female	112	99.1	17.9	51.9	30.2	88.7	80.9	80.9	N/A	N/A
Racial/Ethnic Group										
White	58	98.3	3.7	44.4	51.9	98.1	86.9	87.2	Yes	Yes
African American	123	100	24.3	55.7	20	82.6	67.2	66.7	Yes	Yes
Asian/Pacific Islander	12	100	16.7	33.3	50	100	84.6	93	I/S	I/S
Hispanic	12	100	I/S	I/S	I/S	I/S	73.4	76	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	85	79.5	I/S	I/S
Disability Status										
Disabled	24	95.8	N/AV	N/AV	N/AV	47.4	39.3	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	15	100	41.7	41.7	16.7	83.3	72.6	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	129	100	25	54.3	20.7	81.9	71.1	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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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	140	99.3	32.8	50.8	16.4	67.2	68	67.5
Gender								
Male	61	100	32.1	47.2	20.8	67.9	68.1	67
Female	79	98.7	33.3	53.3	13.3	66.7	67.8	68
Racial/Ethnic Group								
White	32	96.9	7.1	50	42.9	92.9	78.3	79.5
African American	85	100	42.5	51.3	6.3	57.5	52	50.3
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	73.2	84.3
Hispanic	12	100	I/S	I/S	I/S	I/S	61.9	60.7
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	78.6	71.2
Disability Status								
Disabled	18	94.4	N/AV	N/AV	N/AV	15.4	27	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	13	100	I/S	I/S	I/S	I/S	57	59.6
Socio-Economic Status								
Subsided meals	92	100	42.7	53.7	3.7	57.3	57.7	55.1

Social Studies

All Students	140	99.3	9.2	55	35.9	90.8	72.6	72.3
Gender								
Male	65	100	4.9	57.4	37.7	95.1	71.9	71.5
Female	75	98.7	12.9	52.9	34.3	87.1	73.4	73.2
Racial/Ethnic Group								
White	40	97.5	N/AV	N/AV	N/AV	100	80.2	80.7
African American	82	100	13	62.3	24.7	87	59.6	60
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	83.8	88.5
Hispanic	8	I/S	I/S	I/S	I/S	I/S	67.9	68
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	84.6	72.2
Disability Status								
Disabled	15	93.3	36.4	54.5	9.1	63.6	37.6	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	67.6	67.9
Socio-Economic Status								
Subsided meals	81	100	12.3	65.8	21.9	87.7	62.9	62.1

Abbreviations for Missing Data

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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	202	100	16.1	40.9	43	83.9	72.3	70.2	97.2	96.6
Gender										
Male	91	100	18.4	46	35.6	81.6	66.8	63.2	97	96.5
Female	111	100	14.2	36.8	49.1	85.8	77.8	77.5	97.5	96.6
Racial/Ethnic Group										
White	56	100	3.7	37	59.3	96.3	80.4	79.1	97.1	96.2
African American	121	100	21.7	46.1	32.2	78.3	61.9	57.6	97.3	96.9
Asian/Pacific Islander	12	100	25	8.3	66.7	75	81.6	86.2	97.3	97.4
Hispanic	11	100	I/S	I/S	I/S	I/S	59.2	62.6	97.3	96.8
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	60	68.7	97.2	96.5
Disability Status										
Disabled	24	100	N/AV	N/AV	N/AV	47.4	23.2	26.1	96.3	95.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	97.7
English Proficiency										
Limited English Proficient	14	100	38.5	38.5	23.1	61.5	55.8	61.2	97	96.8
Socio-Economic Status										
Subsidized meals	118	100	22.3	45.5	32.1	77.7	61.1	58.9	96.9	96.2

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	78	100	12.7	25.4	62	87.3
	4	72	98.6	14.9	52.2	32.8	85.1
	5	57	100	25.9	42.6	31.5	74.1
	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
Mathematics							
2009	3	78	100	14.1	40.8	45.1	85.9
	4	72	98.6	22.4	50.7	26.9	77.6
	5	57	100	16.7	61.1	22.2	83.3
	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
Science							
2009	3	38	100	20.6	47.1	32.4	79.4
	4	72	98.6	31.3	56.7	11.9	68.7
	5	30	100	51.9	40.7	7.4	48.1
	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
Social Studies							
2009	3	40	100	2.7	29.7	67.6	97.3
	4	72	98.6	10.4	65.7	23.9	89.6
	5	28	100	14.8	63	22.2	85.2
	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							
2009	3	77	100	8.3	25	66.7	91.7
	4	71	100	22.4	46.3	31.3	77.6
	5	54	100	18.5	55.6	25.9	81.5
	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

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