



WOODFIELDS ELEMENTARY

1032 Emweald Road
Greenwood, South

Grades	K-5 Elementary School	
Enrollment	602 Students	
Principal	R. Jean Craig	864-941-5540
Superintendent	Darrell Johnson	864-941-5400
Board Chair	Debrah Miller	864-374-3513

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Average
2009	Average	Average
2008	Below Average	Average
2007	Below Average	Below Average
2006	Below Average	Below Average

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

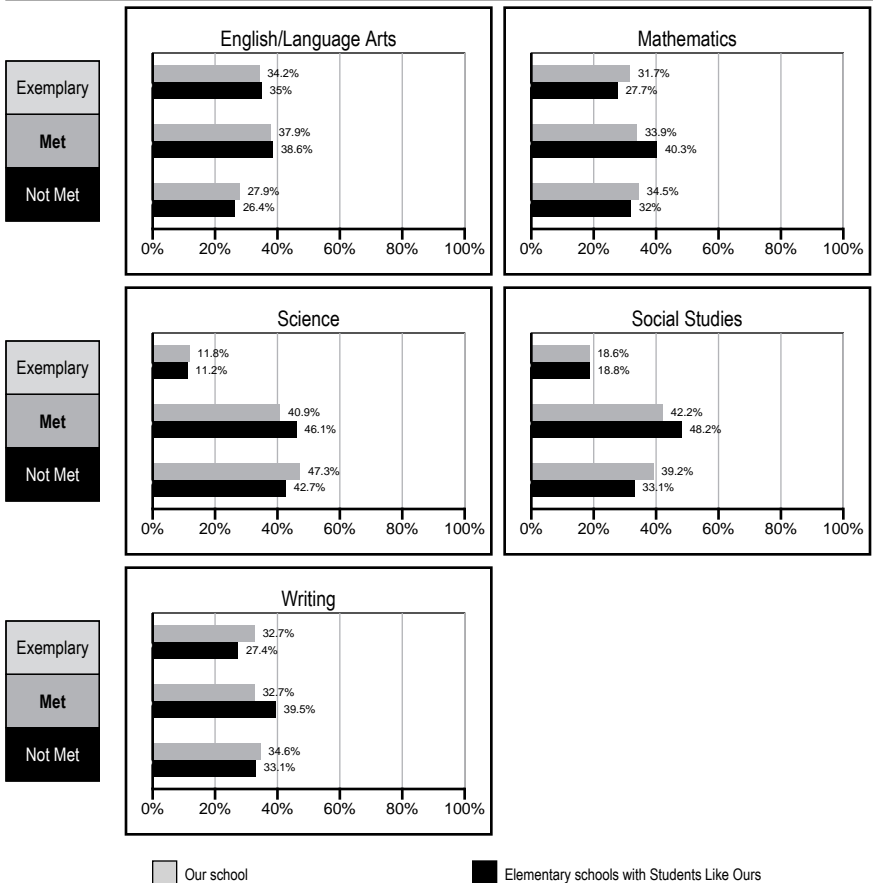
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 98.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	12	102	13	1

* Ratings are calculated with data available by 03/09/2011.

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=602)				
First graders who attended full-day kindergarten	100.0%	Up from 95.7%	100.0%	100.0%
Retention rate	0.8%	Down from 1.2%	1.6%	1.2%
Attendance rate	95.7%	Down from 96.3%	95.7%	96.1%
Eligible for gifted and talented	24.3%	Up from 12.6%	9.5%	11.7%
With disabilities other than speech	6.6%	Up from 6.3%	9.1%	8.0%
Older than usual for grade	0.6%	Up from 0.2%	0.5%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	2.8%	Down from 5.9%	0.0%	0.0%
Teachers (n=43)				
Teachers with advanced degrees	65.1%	Up from 59.6%	59.5%	60.5%
Continuing contract teachers	88.4%	Up from 76.6%	84.9%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	81.7%	Up from 80.9%	87.1%	87.0%
Teacher attendance rate	94.6%	Down from 95.2%	94.8%	95.4%
Average teacher salary*	\$46,502	Up 4.0%	\$46,516	\$47,288
Professional development days/teacher	8.5 days	Up from 8.0 days	11.1 days	10.5 days
School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	20.9 to 1	Up from 20.3 to 1	19.3 to 1	19.2 to 1
Prime instructional time	89.5%	Down from 90.5%	89.6%	90.8%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.9%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,658	Down 1.2%	\$7,533	\$7,548
Percent of expenditures for instruction**	68.4%	Down from 69.9%	67.6%	68.7%
Percent of expenditures for teacher salaries**	65.4%	Down from 66.5%	64.4%	65.1%

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

Woodfields begin the 2009-2010 school year by providing staff development and grade level meetings on Professional Learning Communities, "Highly Effective Teaching, Lifelong Guidelines" and Response to Intervention. These workshops were given to encourage communication, teamwork and ownership of all students by all staff.

Parental Involvement was encouraged by having monthly parent reading workshops to support parents in reading to and with their child.

The School Improvement Council and PTO provided support, incentives, and participated in developing and implementing the school's strategic plan. Our "Community in the School Night" provided the community the opportunity to meet parents and get involved with Woodfields Elementary School.

Woodfields met their annual yearly progress (AYP) by meeting 25 out of 25 objectives for student indicators on PASS.

We continued our Intergrated Arts Program (ACTS) and expanded our Single-Gender Program and to become part of the district choice programs.

R. Jean Craig, Principal
 Latasha Goodwin, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	41	147	64
Percent satisfied with learning environment	87.8%	86.3%	96.8%
Percent satisfied with social and physical environment	95.1%	87.0%	90.6%
Percent satisfied with school-home relations	73.2%	91.1%	85.5%

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

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress

YES

This school met 25 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

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%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.7%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

N/A-Not Applicable N/AV-Not Available N/C-Not Collected N/R-Not Reported I/S-Insufficient Sample

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
--	-------------------------------	----------	-----------	-------	-------------	----------------------------	------------------------------	---------------------------	---------------------------	-----------------------------

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

All Students	346	100	28.3	37.7	34	85	82.5	83.5	Yes	Yes
Gender										
Male	178	100	34.1	35.4	30.5	82.9	80.1	80.1	N/A	N/A
Female	168	100	22.3	40.1	37.6	87.3	85.2	87	N/A	N/A
Racial/Ethnic Group										
White	128	100	16.4	27.9	55.7	90.2	92.1	89.6	Yes	Yes
African American	137	100	36	44	20	85.6	73.4	74.6	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	98.1	92.7	I/S	I/S
Hispanic	74	100	38.8	43.3	17.9	73.1	72.8	79.6	Yes	Yes
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
Disability Status										
Disabled	36	100	70	23.3	6.7	50	54.1	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	69	100	38.8	43.3	17.9	73.1	73	79	Yes	Yes
Socio-Economic Status										
Subsidized meals	241	100	39	38.5	22.5	79.8	75.6	76.9	Yes	Yes

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

All Students	346	100	34.9	33.6	31.5	78.8	79.5	80.4	Yes	Yes
Gender										
Male	178	100	33.5	37.8	28.7	79.3	79.2	78.4	N/A	N/A
Female	168	100	36.3	29.3	34.4	78.3	79.8	82.5	N/A	N/A
Racial/Ethnic Group										
White	128	100	17.2	34.4	48.4	86.9	90.6	87.8	Yes	Yes
African American	137	100	46.4	32	21.6	72	67.5	69.3	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	100	93.5	I/S	I/S
Hispanic	74	100	47.8	37.3	14.9	74.6	74.2	78.3	Yes	Yes
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
Disability Status										
Disabled	36	100	76.7	13.3	10	40	44.9	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	69	100	47.8	37.3	14.9	74.6	74.9	78.9	Yes	Yes
Socio-Economic Status										
Subsidized meals	241	100	45	35.8	19.3	71.6	71.6	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

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	220	99.6	47.3	40.9	11.8	52.7	60.9	67.3
Gender								
Male	118	100	50.5	39.4	10.1	49.5	60.9	66.9
Female	102	99	43.6	42.6	13.8	56.4	60.8	67.7
Racial/Ethnic Group								
White	79	98.7	31.1	43.2	25.7	68.9	79.1	79.6
African American	86	100	57.7	38.5	3.8	42.3	44.7	49.7
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	91.2	84.4
Hispanic	51	100	59.6	38.3	2.1	40.4	42.6	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	23	95.7	N/A	N/A	N/A	11.8	27.4	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
English Proficiency								
Limited English Proficient	48	100	N/A	N/A	N/A	40.4	42.9	58.6
Socio-Economic Status								
Subsidized meals	160	99.4	59.7	35.4	4.9	40.3	47.2	55.4
Social Studies								
All Students	217	99.5	39.2	42.2	18.6	60.8	68	70.9
Gender								
Male	113	100	36.9	40.8	22.3	63.1	68.7	70.1
Female	104	99	41.7	43.8	14.6	58.3	67.2	71.7
Racial/Ethnic Group								
White	76	100	27.8	43.1	29.2	72.2	80.9	79.2
African American	91	98.9	43.4	45.8	10.8	56.6	54.1	58.4
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	92.7	86.8
Hispanic	45	100	53.8	35.9	10.3	46.2	58	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	21	95.2	88.9	5.6	5.6	11.1	36.3	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
English Proficiency								
Limited English Proficient	41	100	53.8	35.9	10.3	46.2	58.8	68
Socio-Economic Status								
Subsidized meals	154	99.4	48.6	39.9	11.6	51.4	56.4	60.8

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

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	349	98	33.8	33.1	33.1	66.3	68	72.1	95.7	95.8
Gender										
Male	180	97.8	42.1	32.3	25.6	57.9	61.8	65.2	95.7	95.7
Female	169	98.2	25	34	41	75	74.7	79.2	95.8	96
Racial/Ethnic Group										
White	129	97.7	17.4	32.2	50.4	82.6	81.3	80.8	95.3	95.9
African American	137	97.8	44.4	35.5	20.2	55.6	55	59.7	96.1	95.5
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	90.2	87	98.3	97.9
Hispanic	75	100	45.6	30.9	23.5	54.4	56.5	64.6	95.5	96
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	N/A	91.1
Disability Status										
Disabled	34	85.3	88.5	7.7	3.8	11.5	24.6	27.7	95.1	94.6
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	63.5	90.6	95.1
English Proficiency										
Limited English Proficient	71	100	45.6	30.9	23.5	54.4	56.8	63.7	95.5	96.1
Socio-Economic Status										
Subsidized meals	239	97.9	44.4	34.3	21.3	55.6	57	61.9	95.3	95.1

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	94	100	34.9	25.6	39.5	65.1
	4	97	97.9	37.6	34.1	28.2	62.4
	5	131	100	20.6	42.1	37.3	79.4
	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
2010	3	94	100	38.4	31.4	30.2	61.6
	4	91	100	31.3	38.6	30.1	68.7
	5	161	100	21.1	40.8	38.2	78.9
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	94	100	40.7	30.2	29.1	59.3
	4	97	97.9	30.6	52.9	16.5	69.4
	5	131	100	24.6	46.8	28.6	75.4
	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
2010	3	94	100	50	30.2	19.8	50
	4	91	100	28.9	43.4	27.7	71.1
	5	161	100	29.6	30.3	40.1	70.4
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	48	100	45.7	34.8	19.6	54.3
	4	97	97.9	48.8	48.8	2.3	51.2
	5	66	100	41.3	47.6	11.1	58.7
	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
2010	3	49	100	N/A	N/A	N/A	22.2
	4	91	100	43.4	47	9.6	56.6
	5	80	98.8	33.3	45.3	21.3	66.7
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	46	100	27.5	52.5	20	72.5
	4	96	97.9	27.1	68.2	4.7	72.9
	5	65	100	42.9	39.7	17.5	57.1
	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
2010	3	45	100	N/A	N/A	N/A	39
	4	91	100	39.8	36.1	24.1	60.2
	5	81	98.8	26.7	50.7	22.7	73.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	94	100	29.1	37.2	33.7	70.9
	4	93	95.7	43.4	34.9	21.7	56.6
	5	131	100	26	33.9	40.2	74
	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
2010	3	95	99	55.2	27.6	17.2	44.8
	4	92	96.7	31.7	39	29.3	68.3
	5	162	98.2	22.5	33.1	44.4	77.5
	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

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample