

MEADOWFIELD ELEMENTARY

525 Galway Lane
Columbia, South Carolina

Grades	PK-5 Elementary School	
Enrollment	656 Students	
Principal	Paula Stephens	803-783-5549
Superintendent	Dr. Percy A. Mack	803-231-7500
Board Chair	Vince Ford	803-231-7556

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	At-Risk
2007	Average	At-Risk
2006	Average	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

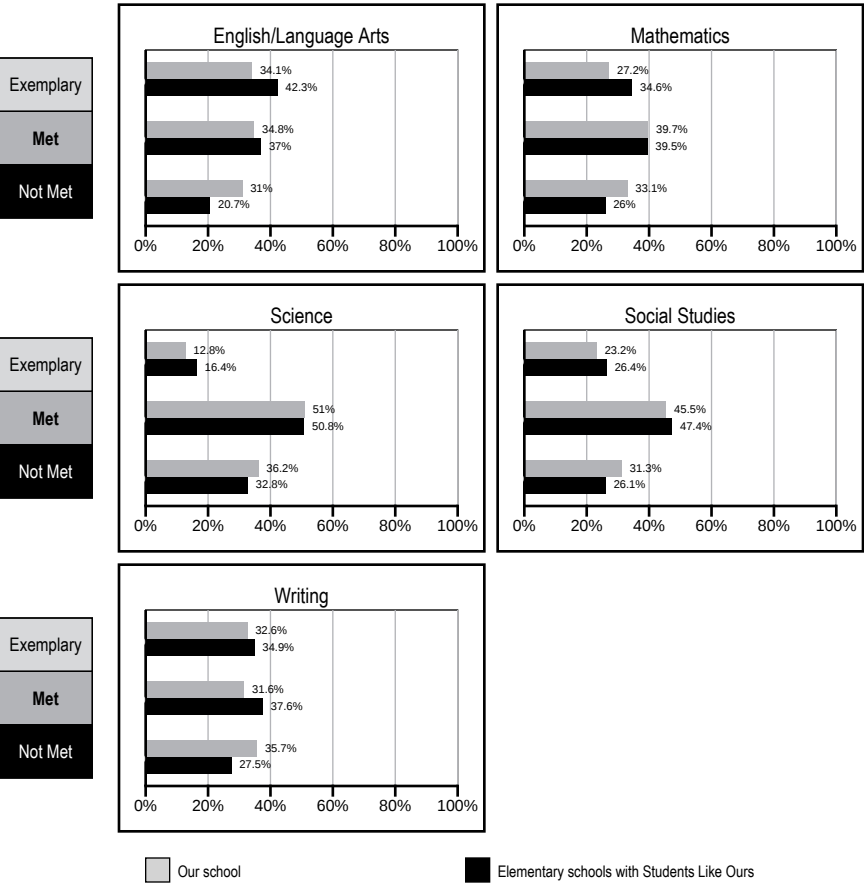
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 93.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
12	28	62	1	0

* 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=656)				
First graders who attended full-day kindergarten	99.1%	Down from 100.0%	100.0%	100.0%
Retention rate	0.3%	Down from 0.8%	1.1%	1.2%
Attendance rate	95.6%	Down from 95.8%	96.0%	96.1%
Eligible for gifted and talented	11.2%	Down from 13.3%	12.8%	11.7%
With disabilities other than speech	11.3%	Up from 8.7%	8.5%	8.0%
Older than usual for grade	0.0%	No Change	0.4%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.9%	Up from 0.3%	0.0%	0.0%
Teachers (n=46)				
Teachers with advanced degrees	67.4%	Up from 66.7%	58.5%	60.5%
Continuing contract teachers	67.4%	Up from 64.4%	84.6%	84.6%
Teachers with emergency or provisional certificates	2.6%	Down from 2.9%	0.0%	0.0%
Teachers returning from previous year	85.9%	Up from 81.4%	87.0%	87.0%
Teacher attendance rate	94.0%	Down from 95.9%	95.5%	95.4%
Average teacher salary*	\$51,240	Up 3.3%	\$47,204	\$47,288
Professional development days/teacher	8.8 days	Down from 11.4 days	9.8 days	10.5 days
School				
Principal's years at school	7.0	Up from 6.0	4.0	4.0
Student-teacher ratio in core subjects	22.4 to 1	Up from 21.7 to 1	19.4 to 1	19.2 to 1
Prime instructional time	89.1%	Down from 90.2%	91.1%	90.8%
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	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,015	Down 2.8%	\$7,182	\$7,548
Percent of expenditures for instruction**	79.5%	Down from 82.1%	68.1%	68.7%
Percent of expenditures for teacher salaries**	73.7%	Down from 76.0%	64.8%	65.1%

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

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Strategies to achieve the goals identified in the School Renewal Plan were successfully implemented. The performance goals included, raising the academic rigor and performance of each student, providing a school environment supportive of lifelong learning, and improving understanding and support of our Paideia Model School.

The Paideia model is a comprehensive, rigorous, academic program that challenges students to: 1) utilize critical thinking and reasoning skills, 2) coherently communicate learning verbally and in writing, 3) work independently as well as cooperatively with peers, and 4) take responsibility for learning, demonstrated through Paideia Seminars, Paideia Coached Projects, and academic portfolio presentations. Knowledge and understanding is promoted through active learning and feedback from teachers, peers, parents and community resources. Students participated in monthly school-wide seminars centered on character education themes and in content seminars during Coached Project units of study. Students presented their learning during Coached Project presentations and by conducting Student-Led Conferences at the end of the nine week assessment periods.

Literacy was a school-wide focus during 2009-2010. Teachers utilized the Daily Five literacy model and the CAFÉ reading strategy assessment system along with the Accelerated Reader program to facilitate individual student progress. A reading specialist teacher provided intervention in literacy skills. Students participated in a "Reading Rally," "Love of Reading Campaign," "Book Character Parade," and author visits. Meadowfield students won the "Reading With the Lady Gamecocks" statewide reading competition.

Teachers developed units of study utilizing technology equipment and resources. A science specialist teacher, in conjunction with classroom teachers, provided students with materials and resources for science investigations and science lab experiences. One hundred percent of Meadowfield teachers were rated as highly qualified with nine holding National Board Certification. Teachers consistently attended professional development sessions and planned together in professional learning communities. Through our Professional Development School partnership with the University of South Carolina, our teachers, USC faculty, and our on-site USC liaison supervised the internship and practicum classes of future educators.

The PTO and SIC worked diligently with school staff to strengthen community relations and parental involvement. Many events including a First Day Coffee for New Parents, Paideia Family Nights, CiCi's and Chick-fil-A Nights, a Book Fair, Public Library Nights, Prospective Parent Meetings, school concerts, Paideia and Pastries Day, Hearts Hop Dance, Spring Carnival, Welcome to Kindergarten Day, and Field Day were enjoyed by the community. Our students benefited from the assistance of many volunteers as well as from business and community partnerships, including a valuable faith-based partnership with Shandon Baptist Church. Our students served the school through student activity programs including Safety Patrol, Student Council, Friendly Helpers, Recess Patrol, Book Buddies, and Media Managers.

Paula Stephens, Principal

Anne Headley, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	43	91	36
Percent satisfied with learning environment	90.7%	81.3%	80.0%
Percent satisfied with social and physical environment	93.0%	85.7%	77.8%
Percent satisfied with school-home relations	81.4%	85.7%	88.9%

* 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	NO
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This school met 19 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	
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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	1.8%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	2.7%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.6%	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	323	100	31	34.8	34.1	83.8	78.2	83.5	Yes	Yes
Gender										
Male	178	100	35	36.3	28.8	81.3	74.7	80.1	N/A	N/A
Female	145	100	26.2	33.1	40.8	86.9	81.6	87	N/A	N/A
Racial/Ethnic Group										
White	67	100	12.3	20	67.7	93.8	93.3	89.6	Yes	Yes
African American	243	100	37.4	38.3	24.3	80.8	74.2	74.6	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	84.2	92.7	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	80.8	79.6	I/S	I/S
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	68	100	69.4	17.7	12.9	51.6	45.3	51.7	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	77.9	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	210	100	42.3	35.7	22	78	73.1	76.9	Yes	Yes

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

All Students	323	100	33.1	39.7	27.2	77.9	72	80.4	Yes	Yes
Gender										
Male	178	100	35	38.1	26.9	76.9	70.3	78.4	N/A	N/A
Female	145	100	30.8	41.5	27.7	79.2	73.8	82.5	N/A	N/A
Racial/Ethnic Group										
White	67	100	10.8	38.5	50.8	95.4	90.2	87.8	Yes	Yes
African American	243	100	40.7	39.7	19.6	72	67	69.3	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	88.4	93.5	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	77.8	78.3	I/S	I/S
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	68	100	67.7	21	11.3	41.9	34.8	46.1	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	80	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	210	100	44.5	39	16.5	68.1	65.9	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

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	221	100	36.2	51	12.8	63.8	56.5	67.3
Gender								
Male	121	100	35.5	48.6	15.9	64.5	56.1	66.9
Female	100	100	37.1	53.9	9	62.9	56.8	67.7
Racial/Ethnic Group								
White	46	100	8.9	46.7	44.4	91.1	86.3	79.6
African American	167	100	46.5	50.7	2.8	53.5	48.2	49.7
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	76.2	84.4
Hispanic	5	I/S	I/S	I/S	I/S	I/S	64.9	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	43	100	66.7	25.6	7.7	33.3	23.9	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	62.7	58.6
Socio-Economic Status								
Subsidized meals	143	100	53.7	42.1	4.1	46.3	46.5	55.4

Social Studies

All Students	221	100	31.3	45.5	23.2	68.7	64	70.9
Gender								
Male	127	100	32.7	40.7	26.5	67.3	61.9	70.1
Female	94	100	29.4	51.8	18.8	70.6	66.1	71.7
Racial/Ethnic Group								
White	43	100	11.9	35.7	52.4	88.1	86.9	79.2
African American	168	100	38.1	47.6	14.3	61.9	57.7	58.4
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	82.1	86.8
Hispanic	6	I/S	I/S	I/S	I/S	I/S	67.6	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	49	100	57.8	28.9	13.3	42.2	31.7	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	65.2	68
Socio-Economic Status								
Subsidized meals	143	100	42.7	47.6	9.7	57.3	56.5	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	321	99.1	35.1	31.9	33	64.9	63.4	72.1	95.6	95.9
Gender										
Male	178	98.9	44.7	30.8	24.5	55.3	56.3	65.2	95.4	95.7
Female	143	99.3	23.3	33.3	43.4	76.7	70.4	79.2	95.8	96.1
Racial/Ethnic Group										
White	67	100	13.8	26.2	60	86.2	86.2	80.8	95.8	96
African American	241	98.8	41.5	34	24.5	58.5	57.3	59.7	95.6	95.9
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	81.1	87	97	96.2
Hispanic	8	I/S	I/S	I/S	I/S	I/S	62.9	64.6	94.1	95.8
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	97.8	93.4
Disability Status										
Disabled	68	95.6	76.3	13.6	10.2	23.7	21.1	27.7	94.5	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	60.7	63.7	97.3	96.3
Socio-Economic Status										
Subsidized meals	209	98.6	46.7	32.8	20.6	53.3	55.2	61.9	95	95.7

Abbreviations for Missing Data

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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	106	100	22	38	40	78
	4	100	100	30.8	36.3	33	69.2
	5	105	100	18.9	46.3	34.7	81.1
	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	101	100	26.4	30.8	42.9	73.6
	4	119	100	36.5	34.6	28.8	63.5
	5	103	100	29.5	38.9	31.6	70.5
	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	106	100	37	40	23	63
	4	100	100	34.1	40.7	25.3	65.9
	5	105	100	35.8	43.2	21.1	64.2
	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
2010	3	101	100	33	30.8	36.3	67
	4	119	100	28.8	47.1	24	71.2
	5	103	100	37.9	40	22.1	62.1
	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	53	96.2	30.6	59.2	10.2	69.4
	4	100	100	37.4	45.1	17.6	62.6
	5	54	98.2	51.1	42.6	6.4	48.9
	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	50	100	42.2	37.8	20	57.8
	4	119	100	29.8	61.5	8.7	70.2
	5	52	100	44.7	40.4	14.9	55.3
	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

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	53	98.1	22.4	53.1	24.5	77.6
	4	100	99	20	55.6	24.4	80
	5	51	100	38.3	48.9	12.8	61.7
	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	51	100	23.9	41.3	34.8	76.1
	4	119	100	25	53.8	21.2	75
	5	51	100	52.1	31.3	16.7	47.9
	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
Writing							
2009	3	103	100	33	33	34	67
	4	98	100	37	39.1	23.9	63
	5	100	97	41.3	23.9	34.8	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	101	100	39.6	26.4	34.1	60.4
	4	117	97.4	35.6	36.6	27.7	64.4
	5	103	100	30.2	32.3	37.5	69.8
	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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