

MEADOWFIELD ELEMENTARY

525 Galway Lane
Columbia, South Carolina

Grades	PK-5 Elementary School	
Enrollment	632 Students	
Principal	Paula Stephens	803-783-5549
Superintendent	Dr. Percy A. Mack	803-231-7500
Board Chair	Dwayne Smiling	803-231-7556

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Average	Excellent*
2010	Average	Average
2009	Average	Average
2008	Below Average	At-Risk
2007	Average	At-Risk

* The School's 2011 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

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 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.

<http://ed.sc.gov>
<http://eoc.sc.gov>

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

Percent of students tested in 2010-11 whose 2009-10 test scores were located

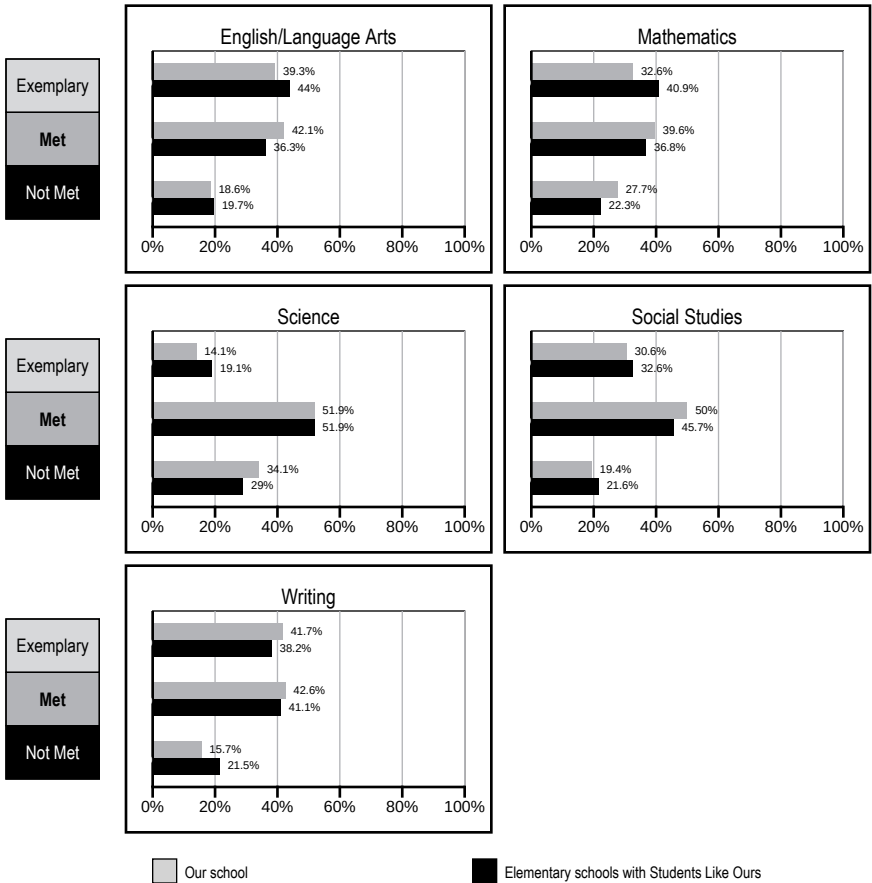
94.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
27	42	41	0	0

* Ratings are calculated with data available by 11/09/2011.

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=632)				
First graders who attended full-day kindergarten	100.0%	Up from 99.1%	100.0%	100.0%
Retention rate	1.7%	Up from 0.3%	1.1%	1.1%
Attendance rate	96.4%	Up from 95.6%	96.1%	96.2%
Served by gifted and talented program	14.2%	Up from 11.2%	15.7%	13.4%
With disabilities other than speech	9.9%	Down from 11.3%	4.4%	4.1%
Older than usual for grade	0.0%	No Change	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.3%	Down from 0.9%	0.0%	0.0%
Teachers (n=42)				
Teachers with advanced degrees	69.0%	Up from 67.4%	60.7%	62.5%
Continuing contract teachers	78.6%	Up from 67.4%	90.1%	88.2%
Teachers returning from previous year	89.3%	Up from 85.9%	88.5%	87.8%
Teacher attendance rate	94.0%	No Change	95.2%	95.2%
Average teacher salary*	\$49,545	Down 3.3%	\$46,591	\$46,773
Professional development days/teacher	9.0 days	Up from 8.8 days	10.3 days	10.5 days
School				
Principal's years at school	8.0	Up from 7.0	4.5	4.0
Student-teacher ratio in core subjects	20.6 to 1	Down from 22.4 to 1	20.4 to 1	19.9 to 1
Prime instructional time	89.6%	Up from 89.1%	90.4%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	94.6%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,887	Down 1.8%	\$6,841	\$7,447
Percent of expenditures for instruction**	79.8%	Up from 79.5%	68.9%	68.4%
Percent of expenditures for teacher salaries**	77.4%	Up from 73.7%	66.2%	65.8%

* 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) 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 Parent Conferences at the end of the nine week assessment periods.

Literacy continued as a school-wide focus. 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. Empowering Writer's was implemented in grades 2-5. A reading specialist teacher and a reading tutor provided literacy skills intervention. Students participated in a "Reading Rally," "Love of Reading Campaign," "Book Character Parade," and a visit from "Cocky's Reading Express". Meadowfield students participated in 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. All teachers were rated as highly qualified with eight holding National Board Certification. Teachers 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. The community enjoyed many events: a First Day Coffee for New Parents, Paideia Family Nights, CiCi's, Chick-fil-A, and San Jose' 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, Bingo Night, Career Day and Field Day. 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
Michael Burkett, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	37	104	22
Percent satisfied with learning environment	89.2%	89.4%	81.8%
Percent satisfied with social and physical environment	97.3%	76.7%	86.4%
Percent satisfied with school-home relations	91.9%	85.6%	81.8%

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

No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 21 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	0.9%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.1%	4.4%

	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

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 = 79.4% (Met or Exemplary)

All Students	304	99.7	18.6	42.1	39.3	90.2	78.3	82.4	Yes	Yes
Gender										
Male	161	99.4	17.6	43.8	38.6	89.5	74.3	78.7	N/A	N/A
Female	143	100	19.7	40.2	40.2	90.9	82.3	86.2	N/A	N/A
Racial/Ethnic Group										
White	57	100	7	22.8	70.2	94.7	92.8	88.9	Yes	Yes
African American	227	99.6	22.2	46.7	31.1	88.7	74.2	72.9	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	89.4	93	I/S	I/S
Hispanic	13	100	I/S	I/S	I/S	I/S	83.9	79.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	86.4	83	I/S	I/S
Disability Status										
Disabled	66	98.5	49.2	36.1	14.8	68.9	45.7	48.1	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	79.5	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	149	99.3	23	48.2	28.8	89.9	73.5	75.4	Yes	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	304	100	27.7	39.6	32.6	80.7	75.1	81.9	Yes	Yes
Gender										
Male	161	100	27.5	38.6	34	82.4	73.5	79.9	N/A	N/A
Female	143	100	28	40.9	31.1	78.8	76.8	84.1	N/A	N/A
Racial/Ethnic Group										
White	57	100	8.8	26.3	64.9	93	92.1	88.9	Yes	Yes
African American	227	100	32.5	42.9	24.5	77.4	70.3	71.4	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	93.3	94.6	I/S	I/S
Hispanic	13	100	I/S	I/S	I/S	I/S	82.1	81.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	81.8	84.4	I/S	I/S
Disability Status										
Disabled	66	100	62.3	23	14.8	49.2	40.4	47.3	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	84	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	149	100	34.5	41.7	23.7	76.3	69.8	74.9	Yes	Yes

* Adjusted to account for natural variation in performance.

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	197	100	34.1	51.9	14.1	65.9	58.7	68.6
Gender								
Male	108	100	30.4	54.9	14.7	69.6	58.2	68.3
Female	89	100	38.6	48.2	13.3	61.4	59.2	68.9
Racial/Ethnic Group								
White	42	100	9.5	52.4	38.1	90.5	87.8	80.7
African American	144	100	41.8	50.7	7.5	58.2	51	51.4
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	70.1	85.3
Hispanic	7	I/S	I/S	I/S	I/S	I/S	63.2	61.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	75	70.8
Disability Status								
Disabled	38	100	N/AV	N/AV	N/AV	36.4	29.7	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	N/A	N/AV	I/S	I/S	I/S	I/S	54.3	60.7
Socio-Economic Status								
Subsidized meals	98	100	41.1	56.7	2.2	58.9	50.1	57.3

Social Studies								
All Students	200	100	19.4	50	30.6	80.6	64.7	72.5
Gender								
Male	106	100	16	52	32	84	63.6	72
Female	94	100	23.3	47.7	29.1	76.7	65.8	73.1
Racial/Ethnic Group								
White	33	100	12.1	21.2	66.7	87.9	88.4	81
African American	152	100	22	55.3	22.7	78	58.3	60
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	73.3	89
Hispanic	10	I/S	I/S	I/S	I/S	I/S	71	69.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	73.7	73.5
Disability Status								
Disabled	48	100	46.7	40	13.3	53.3	33.1	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	65.7	69.7
Socio-Economic Status								
Subsidized meals	96	100	23.6	59.6	16.9	76.4	56.8	62.9

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	113	100	15.7	42.6	41.7	84.3	66.5	73.2	96.4	96.1
Gender										
Male	60	100	19.3	47.4	33.3	80.7	62	67.2	96.4	95.9
Female	53	100	11.8	37.3	51	88.2	71.2	79.4	96.3	96.3
Racial/Ethnic Group										
White	20	100	10	20	70	90	87.8	81.5	96.6	96.2
African American	86	100	18.3	47.6	34.1	81.7	60.7	61.3	96.3	96.1
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	83.3	87	97.7	96.5
Hispanic	5	I/S	I/S	I/S	I/S	I/S	74.8	66.7	95.7	95.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	92.6	94.5
Disability Status										
Disabled	23	100	50	45.5	4.5	50	23.7	26	94.9	95.1
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	66.2	65.7	96.3	95.9
Socio-Economic Status										
Subsidized meals	58	100	21.8	47.3	30.9	78.2	59.1	63.2	96	95.9

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							
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
2011	3	97	99	18.7	23.1	58.2	81.3
	4	93	100	23.3	48.8	27.9	76.7
	5	114	100	14.8	52.8	32.4	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
Mathematics							
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
2011	3	97	100	28.6	24.2	47.3	71.4
	4	93	100	19.8	48.8	31.4	80.2
	5	114	100	33.3	45.4	21.3	66.7
	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
Science							
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
2011	3	48	100	31.1	48.9	20	68.9
	4	93	100	33.7	54.7	11.6	66.3
	5	56	100	37	50	13	63
	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

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
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
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	49	100	21.7	34.8	43.5	78.3
	4	93	100	14	55.8	30.2	86
	5	58	100	25.9	53.7	20.4	74.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	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							
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
2011	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	113	100	15.7	42.6	41.7	84.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	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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