



## Meadowfield Elementary School

525 Galway Lane  
Columbia, SC 29209

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	623 Students	
<b>Principal</b>	Paula Stephens	803-783-5549
<b>Superintendent</b>	Dr. Percy A. Mack	803-231-7500
<b>Board Chair</b>	Dwayne Smiling	803-231-7556

# THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2012</b>	<b>Average</b>	<b>Average</b>
2011	Average	Excellent
2010	Average	Average
2009	Average	Average
2008	Below 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 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://www.eoc.sc.gov>

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

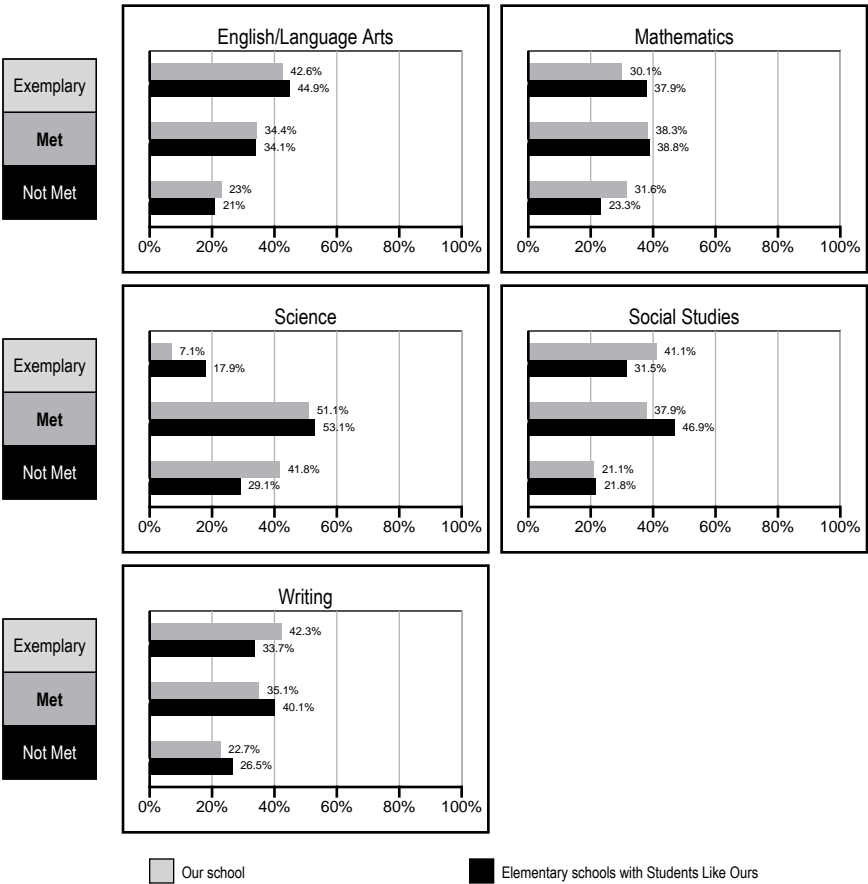
Percent of students tested in 2011-12 whose 2010-11 test scores were located | 95.2%

**ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
27	51	47	1	0

\* Ratings are calculated with data available by 11/07/2012.

**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
<b>Students (n=623)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.7%	No Change	1.1%	1.0%
Attendance rate	96.5%	Up from 96.4%	96.4%	96.6%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.5%	Up from 0.3%	0.0%	0.0%
<b>Teachers (n=41)</b>				
Teachers with advanced degrees	65.9%	Down from 69.0%	61.9%	63.0%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	93.6%	Up from 89.3%	89.8%	88.7%
Teacher attendance rate	94.7%	Up from 94.0%	95.1%	95.1%
Average teacher salary*	\$50,100	Up 1.1%	\$47,463	\$47,210
Professional development days/teacher	8.4 days	Down from 9.0 days	11.0 days	10.5 days
<b>School</b>				
Principal's years at school	9.0	Up from 8.0	4.5	4.0
Student-teacher ratio in core subjects	22.8 to 1	Up from 20.6 to 1	19.8 to 1	20.0 to 1
Prime instructional time	90.5%	Up from 89.6%	90.3%	90.5%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	95.8%	Up from 94.6%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,110	Up 3.2%	\$6,933	\$7,247
Percent of expenditures for instruction**	79.3%	Down from 79.8%	67.8%	68.2%
Percent of expenditures for teacher salaries**	74.5%	Down from 77.4%	65.9%	65.7%

\* 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

Strategies to achieve the goals in the School Renewal Plan were accomplished. 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, a rigorous academic program challenging students to think, reason, communicate, and take responsibility for learning, was fully realized. Students demonstrated learning through seminars, coached projects, and academic portfolio presentations. Students acquired understanding through active learning, and feedback from teachers, peers, parents and community resources. Students participated in monthly school-wide seminars centered on character education and in content seminars during coached projects. Students explained their progress and challenges during Student-Led Parent Conferences.

Balanced literacy was reinforced through the newly created Leveled Literacy Library. Teachers continued to employ the Daily Five literacy model and the CAFÉ reading strategy assessment system along with the Accelerated Reader program to facilitate individual student progress. The Empowering Writer's curriculum facilitated school wide writing improvement. Students participated in a variety of literacy activities including a book character parade, family reading night, and the Blowfish Challenge. Meadowfield students won the "Reading with the Lady Gamecocks" statewide reading competition.

To provide extra assistance to students without losing core subject time, an intervention period was incorporated. Students worked with interventionist teachers and with computer assisted curriculum programs. Identified students participated in a comprehensive after school remediation program.

Conceptual math instruction was the focus for professional development. A math specialist presented customized sessions for each grade level. Teachers employed a professional learning community approach to analyze student data and plan instruction. Through the 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" breakfast for new parents, Paideia family seminars, Chick-fil-A, and Sonic nights, a book fair, public library nights, prospective parent meetings, school concerts, a school dance, a spring carnival, a welcome to kindergarten day, a 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 represented and served the school through student activity programs including safety patrol, student council, friendly helpers, recess patrol, book buddies, media managers, chorus, art club, and archery club.

Paula Stephens, Principal

Andrew Shain, SIC Chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	30	73	43
Percent satisfied with learning environment	89.7%	74.0%	79.1%
Percent satisfied with social and physical environment	90.0%	82.2%	81.4%
Percent satisfied with school-home relations	90.0%	90.4%	81.0%

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

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## ESEA/Federal Accountability Rating System

In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

Overall Weighted Points Total	85.2
Overall Grade Conversion	B

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

## Accountability Indicator for Title I Schools

Meadowfield Elementary School school has been designated as a:

- Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- Title I Priority School – one of the 5% lowest performing Title I schools.
- Title I School – does not qualify as Reward, Focus or Priority School.
- Non-Title I School – therefore the designations above are not applicable.

## Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.9%	2.6%
Classes in high poverty schools not taught by highly qualified teachers	2.3%	5.1%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.5%	94.0%*	Yes

\* Or greater than last year

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## Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
<b>Grades 3-5</b>						
All Students	660.0	648.9	612.1	649.9	100.0	100.0
Male	653.5	648.1	613.5	647.1	100.0	100.0
Female	668.0	650.0	610.2	652.9	100.0	100.0
White	697.3	699.4	649.2	682.8	100.0	100.0
African American	649.1	635.1	603.2	638.6	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	614.2	613.0	586.5	607.4	100.0	100.0
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	644.0	632.0	602.0	633.1	100.0	100.0
Annual Measurable Objective (AMO)	630.0	630.0	630.0	630.0	95.0	95.0

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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>English/Language Arts</b>							
<b>2011</b>	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
<b>2012</b>	3	107	100	14.9	26.6	58.5	85.1
	4	102	100	28.3	32.6	39.1	71.7
	5	99	100	26	43.8	30.2	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
<b>Mathematics</b>							
<b>2011</b>	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
<b>2012</b>	3	107	100	28.7	30.9	40.4	71.3
	4	102	100	31.5	38	30.4	68.5
	5	99	100	34.4	45.8	19.8	65.6
	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
<b>Science</b>							
<b>2011</b>	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
<b>2012</b>	3	54	96.3	52.3	36.4	11.4	47.7
	4	102	100	32.6	63	4.3	67.4
	5	49	100	50	41.7	8.3	50
	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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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>Social Studies</b>							
<b>2011</b>	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
	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
<b>2012</b>	3	53	100	18	20	62	82
	4	102	100	21.7	48.9	29.3	78.3
	5	50	100	22.9	35.4	41.7	77.1
	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
<b>Writing</b>							
<b>2011</b>	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
	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
<b>2012</b>	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	100	100	22.7	35.1	42.3	77.3
	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

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