



Woodland Elementary School

1730 Gibb Shoals Rd.
Greer, SC 29650

Grades	PK-5 Elementary School	
Enrollment	1,126 Students	
Principal	Wanda G. Mote	864-355-0400
Superintendent	Mr. Burke Royster	864-355-3100
Board Chair	Mr. Chuck Saylor	803-360-3527

THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2013	Excellent	Good
2012	Excellent	Excellent
2011	Excellent	Excellent
2010	Excellent	Excellent
2009	Excellent	Good

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

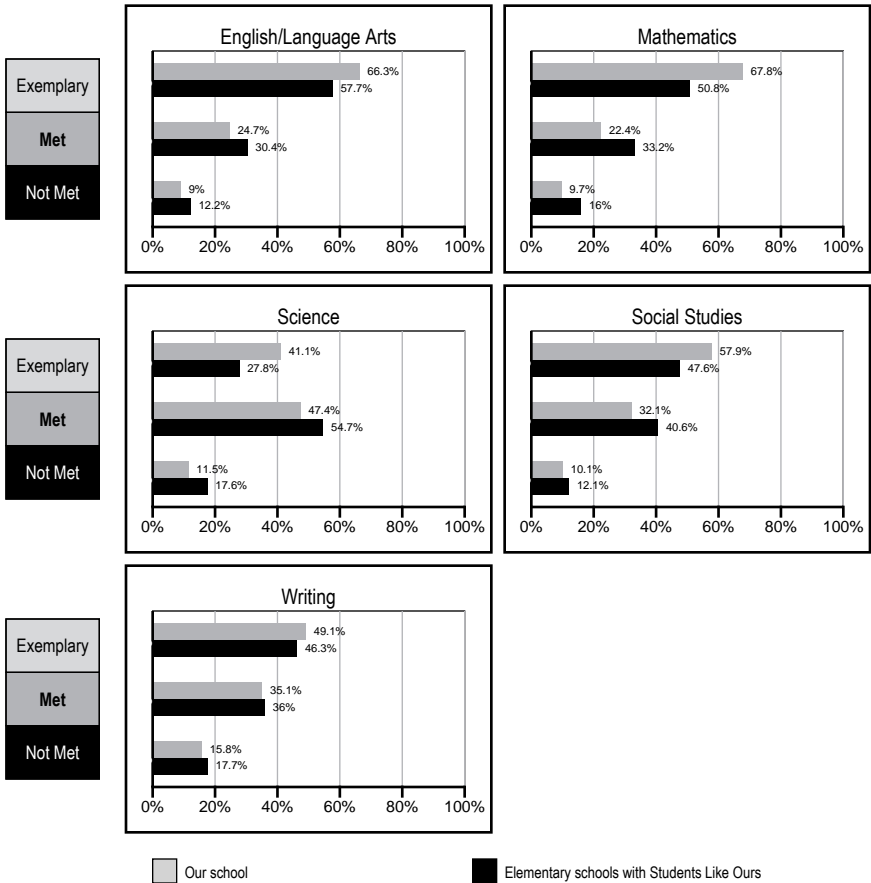
Percent of students tested in 2012-13 whose 2011-12 test scores were located | 95.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
32	8	0	1	0

* Ratings are calculated with data available by 12/14/2013.

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=1,126)				
First graders who attended full-day kindergarten	94.2%	Down from 99.5%	100.0%	100.0%
Retention rate	0.8%	Down from 1.1%	0.7%	0.9%
Attendance rate	96.8%	Down from 97.2%	96.8%	96.3%
Served by gifted and talented program	14.6%	N/A	13.0%	7.2%
With disabilities	10.9%	N/A	9.9%	12.4%
Older than usual for grade	1.7%	N/A	1.4%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=62)				
Teachers with advanced degrees	56.5%	Down from 57.1%	68.8%	62.5%
Continuing contract teachers	90.3%	Down from 90.5%	90.0%	83.3%
Teachers returning from previous year	91.6%	Up from 90.5%	90.4%	88.3%
Teacher attendance rate	93.8%	Down from 96.1%	94.5%	95.0%
Average teacher salary*	\$49,145	Up 3.9%	\$49,864	\$48,193
Professional development days/teacher	6.6 days	Up from 5.9 days	10.8 days	11.0 days
School				
Principal's years at school	16.0	Up from 15.0	5.0	4.0
Student-teacher ratio in core subjects	23.7 to 1	Up from 22.6 to 1	21.1 to 1	20.1 to 1
Prime instructional time	89.7%	Down from 93.0%	90.2%	90.0%
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	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$5,414	Up 5.1%	\$6,918	\$7,364
Percent of expenditures for instruction**	70.0%	Down from 71.0%	69.0%	68.0%
Percent of expenditures for teacher salaries**	69.0%	Down from 70.6%	67.0%	66.0%

* 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 Elementary School is fully accredited by the AdvancED Accreditation Commission and serves 1140 students in grades pre-kindergarten through fifth grade. We are the third largest elementary school in our school district and serve a diverse population from a large number of cultural backgrounds. Each member of our professional teaching staff is highly qualified as defined by No Child Left Behind. Nineteen of our teachers are National Board Certified and forty-nine hold Masters Degrees or higher. Our teachers work diligently to provide learning experiences that engage students in creative, rigorous, standards-based learning experiences that enable them to achieve to their highest potential. In addition to providing a standards-based curriculum Pre-k through 5th grade and utilizing BEST Practices in our instructional program, Woodland continues to promote student achievement through the integration of technology and the arts. Additionally, our staff regularly analyzes student achievement data to make necessary adjustments to the instructional process that will support success for every student and meet the unique learning needs of our children. Woodland Elementary received an 'A' rating on the annual School Report Card issued in the fall of 2012. In March 2013, Woodland was recognized as a GOLD AWARD winner in the areas of overall student achievement and in closing the gap by the SC State Department of Education for student performance on PASS 2012 (Palmetto Assessment of State Standards). Woodland is one of only five schools in our district to receive a GOLD Award in both categories and one of 25 to earn an "excellent" rating in Absolute and Growth categories on our State Report Card. We are extremely proud of the progress our students have made and are most appreciative for the hard work of our teachers, staff, students, and their parents in our efforts to meet the learning needs of each child. Moving forward, our challenge is to refine our implementation of effective instructional strategies in order to sustain our progress and meet the unique learning needs of our children as we continue to increase student achievement. Our Parent –Teacher Association (PTA) and School Improvement Council (SIC) are involved in key ways at Woodland. Both of these organizations continually explore improved ways to recruit and retain parents and volunteers. We believe that utilizing the skills, talents, and abilities of our parents and volunteers further enhances our total school program effectiveness. Creating an environment and providing opportunities that welcome and engage parents as partners is crucial for our continued success. The financial support, commitment to volunteer hours, and creative problem-solving abilities of our parents and volunteers enable us to enjoy access to opportunities that would not be possible otherwise. As a school family, we share a vision and belief that every child can achieve to their maximum potential if provided opportunities, support, encouragement, and love. We remain fully committed to that vision.

Wanda G. Mote, Principal

John R. Miles, SIC Chmn.

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	66	189	152
Percent satisfied with learning environment	98.5%	91%	90.8%
Percent satisfied with social and physical environment	100%	91.6%	92.8%
Percent satisfied with school-home relations	97%	93.7%	88.7%

* 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 2013, 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	94.2
Overall Grade Conversion	A

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

Woodland 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	1.8%	2.3%
Classes in high poverty schools not taught by highly qualified teachers	2.7%	4.9%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	3.3%	0.0%	No
Student attendance rate	96.8%	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
Grades 3-5						
All Students	689.1	685.2	652.3	672.7	99.8	100.0
Male	681.1	682.0	653.4	673.6	99.7	100.0
Female	696.0	687.9	651.5	671.9	100.0	100.0
White	697.4	694.0	660.7	680.8	100.0	100.0
African American	667.6	651.0	627.4	655.7	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	100.0	100.0
Hispanic	657.6	653.9	621.1	640.5	99.0	100.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	640.6	620.4	604.8	626.9	100.0	100.0
Limited English Proficient	667.7	669.7	635.8	653.3	99.1	100.0
Subsidized meals	665.9	659.2	631.8	649.7	99.5	100.0
Annual Measurable Objective (AMO)	635.0	635.0	635.0	635.0	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
English/Language Arts							
2012	3	190	100	6.8	11.4	81.8	93.2
	4	213	100	9.5	31.7	58.8	90.5
	5	170	100	5.7	35.4	58.9	94.3
	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
2013	3	220	100	5.7	9.1	85.2	94.3
	4	178	100	12	34.7	53.3	88
	5	200	99.5	10	33.2	56.8	90
	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							
2012	3	190	100	9.7	20.5	69.9	90.3
	4	213	100	9	33.2	57.8	91
	5	170	100	3.2	32.9	63.9	96.8
	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
2013	3	220	100	9.6	17.2	73.2	90.4
	4	178	100	7.8	29.9	62.3	92.2
	5	200	100	11.6	21.6	66.8	88.4
	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
Science							
2012	3	94	100	15.9	27.3	56.8	84.1
	4	213	100	13.1	60.8	26.1	86.9
	5	84	100	7.5	47.5	45	92.5
	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
2013	3	111	100	8.7	27.9	63.5	91.3
	4	178	100	10.7	55.4	33.9	89.3
	5	99	100	16	55.3	28.7	84
	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
Social Studies							
2012	3	96	100	5.7	14.8	79.5	94.3
	4	213	100	7	34.2	58.8	93
	5	86	98.8	9	42.3	48.7	91
	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
2013	3	109	100	4.8	24.8	70.5	95.2
	4	178	100	11.9	38.1	50	88.1
	5	101	100	12.5	30.2	57.3	87.5
	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
Writing							
2012	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	168	100	10.7	32.1	57.2	89.3
	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
2013	3	217	100	15.3	24.9	59.8	84.7
	4	179	100	16	43.2	40.8	84
	5	200	98.5	15.3	39.5	45.3	84.7
	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

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