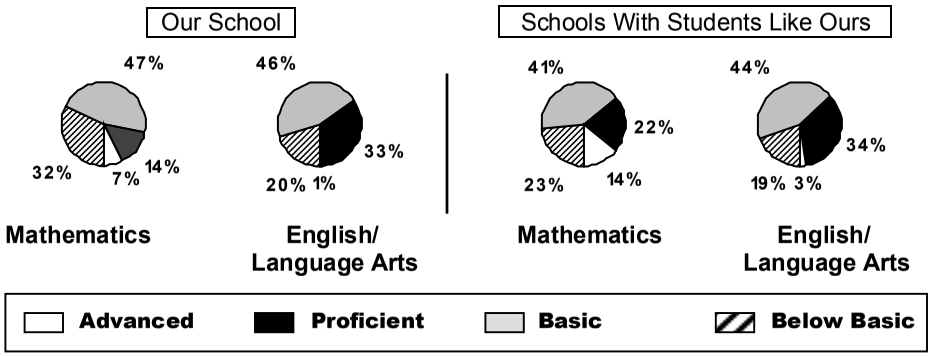
Woodland Elementary

RATINGS OVER A 4-YEAR PERIOD

	Absolute Rating	Improvement Rating
2001	Average	Average
2002	Average	Good
2003		
2004		

(Definitions of School Rating Terms on Page 4)

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS



DEFINITIONS OF CRITICAL TERMS:

- **Advanced** – Student performance exceeded expectations.
- **Proficient** – Student performance met expectations.
- **Basic** – Student performance met minimum performance expectations.
- **Below Basic** – Student performance did not meet minimum performance expectations.

Science and social studies scores are to be reported on the 2005 School Report Card.

PERCENT OF STUDENTS SCORING BASIC OR ABOVE ON THE PACT

Student Group	English/ Language Arts	Math	Science	Social Studies
All students (n=163)	79.8%	68.1%	N/A	N/A
Students with disabilities(n=18) Other than Speech	66.7%	61.1%		
Students without disabilities (n=145)	81.4%	69.0%		
Gender				
Male (n=74)	74.3%	73.0%		
Female (n=89)	84.3%	64.0%		
Ethnic Group				
African American (n=45)	60.0%	48.9%		
Hispanic (n=12)	91.7%	41.7%		
White (n=104)	86.5%	78.8%		
Other (n=2)	I/S	I/S		
Lunch Status Group				
Free/reduced-price Lunch (n=76)	72.4%	56.6%		
Pay for lunch (n=87)	86.2%	78.2%		

SCHOOL PROFILE: Woodland Elementary

INDICATORS OF SCHOOL PERFORMANCE

	Our School	Change From Last Year	Schools with Students like ours	Median Elementary School
SCHOOL				
• Dollars spent per student	$5,465	Up 11.5%	$5,335	$5,509
• Prime instructional time	93.6%	Up from 92.1%	90.7%	90.4%
• Student-teacher ratio in core subjects	21.8 to 1	Up from 18.1 to 1	19.7 to 1	18.5 to 1
STUDENTS (n=359)				
• Attendance Rate	96.7%	Up from 96.6%	96.3%	96.4%
• Students with disabilities other than speech taking PACT (ELA) off grade level	6.2%	Up from 0.0%	5.0%	5.2%
• Students with disabilities other than speech taking PACT (math) off grade level	3.1%	Up from 0.0%	3.6%	4.0%
• First graders who attended full day kindergarten	96.1%	Down from 98.6%	95.3%	96.6%
• Retention rate	7.7%	Up from 6.8%	2.9%	3.4%
TEACHERS (n=25)				
• Professional Development days per teacher	12.1 Days	Up from 7.9 Days	9.9 Days	10.1 Days
• Attendance Rate	98.3%	Up from 96.0%	95.3%	95.2%
• Teachers with advanced degrees	52.0%	Up from 48.0%	50.0%	48.6%
• Continuing contract teachers	88.0%	Down from 92.0%	87.1%	85.3%
• Teachers with out-of-field permits	0.0%	Down from 8.0%	0.0%	0.0%
• Teachers returning from the previous school year	79.1%	Down from 83.8%	87.3%	86.2%
• Average teacher salary	$41,552	Up 9.5%	$40,041	$39,333

SCHOOL FACTS

	Our School	Change From Last Year	Schools with Students like ours	Median Elementary School
SCHOOL				
• Percentage of expenditures spent on teacher salaries	67.8%	Up from 62.6%	66.7%	66.5%
• Principal's years at the school	5.0	Up from 4.0	4.0	4.0
• Parents attending conferences	98.4%	Up from 84.6%	99.0%	99.0%
• Opportunities in the arts	Good	No change	Good	Good
STUDENTS				
• On academic plans	N/R	N/R	33.1%	37.5%
• On academic probation	N/A	N/A	0.0%	0.0%
• Older than usual for grade	1.1%	Up from 0.8%	1.0%	1.2%
• Suspended or expelled	0.0%	N/A	0.0%	0.0%
• Gifted and talented	14.0%	Up from 10.6%	18.0%	12.6%
• With disabilities other than speech	10.3%	Down from 14.4%	8.5%	7.8%

ABBREVIATIONS FOR MISSING DATA
N/A - Not Applicable
N/C - Not Collected
N/R - Not Reported
I/S - Insufficient Sample

PRINCIPAL'S / SCHOOL IMPROVEMENT COUNCIL REPORT

The faculty and staff of Woodland Elementary School, along with a committee of parents and community representatives, reviewed and examined the 2000-2001 standardized test data to identify strengths and weaknesses in our instructional program. A variety of surveys were also conducted to measure perceptions about our program effectiveness. Based on data and information gained from these surveys, adjustments were made in our instructional program to strengthen deficient areas. In addition, research-based "best practices" have been incorporated into our curriculum at all grade levels. Goals were written in the following areas: Communication Skills, Thinking and Reasoning Skills, Technology Skills, and Personal/Social Responsibility Skills. Students are expected to show gains in each area as measured by district and state standards, as well as teacher assessments.

A review of available test data reveals that, overall, test scores are improving school wide. The areas of weakness that remain have been identified and intervention strategies for identified students have been implemented to address their individual needs. They include: an after school tutorial program for 3rd, 4th, and 5th grades, a before school and during school tutorial by volunteers in grades K-5th, small group instruction, PAL Plans and 504 Plans were written, and the A-Team referral process utilized. We continue to request and encourage increased parent involvement and support. While we see some improvement in this area, it remains a priority for improving student performance at every grade level.

As we look to the future and move to our new building, our school will be combining with students from three other schools to form the new Woodland Elementary School. Our population will change and our children will have many more opportunities made possible by our new "state-of-the-art" facility. We also anticipate increased parent involvement and support that will enable us to provide additional experiences for all our students. Truly, we are "Coming together and moving forward as we continue a tradition of excellence."

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of Surveys Returned	0	51	34
Percent satisfied with learning environment	N/R	90.2%	82.4%
Percent satisfied with social and physical environment	N/R	88.0%	87.9%
Percent satisfied with home-school relations	N/R	94.0%	88.2%

DEFINITIONS OF SCHOOL RATING TERMS

Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal.
Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal.
Average – School performance meets the standards for progress toward the 2010 SC Performance Goal.
Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal.
Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal.

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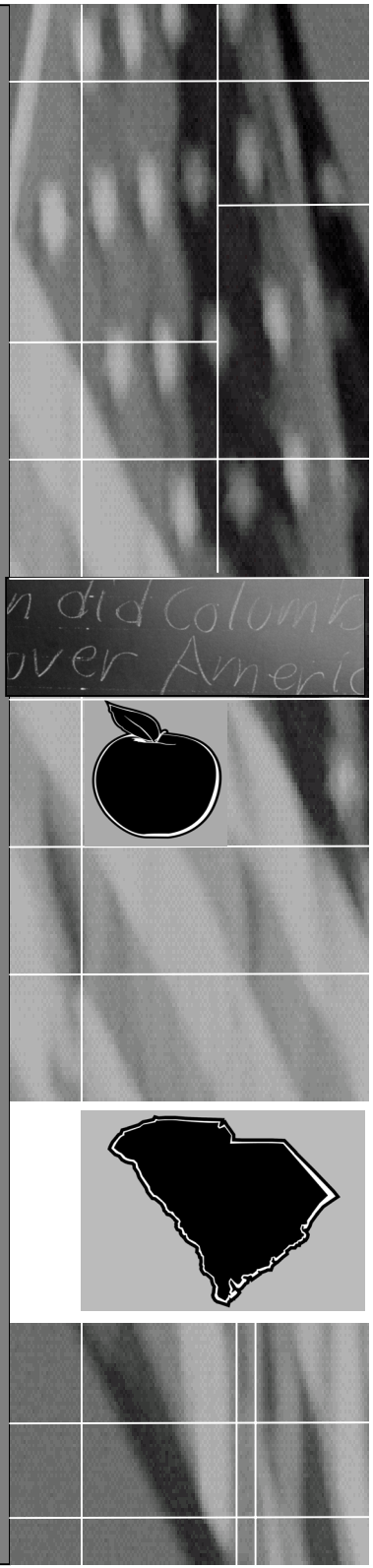

Woodland Elementary
209 West Rd.
Greer, SC 29650

Grades K-5 Elementary School

Enrollment: 359 Students

Principal
Wanda G. Mote 864-848-2344

Superintendent
Dr. William E. Harner 864-241-3100

Board Chair
Mrs. Debi Bush 864-271-9972

THE STATE OF SOUTH CAROLINA

Annual School Report Card	2002

Absolute Rating:
Average

Improvement Rating:
Good

Absolute Ratings of Similar Schools

Unsatisfactory	Below Average	Average	Good	Excellent
0	0	12	61	13

South Carolina Performance Goal:
By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the five fastest improving systems in the country.

For more information, visit
www.myscschools.com or
www.sceoc.org