Meadowfield Elementary

525 Galway Lane
Columbia, South Carolina

Grades	PK-5 Elementary School	
Enrollment	649 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
2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	**Average**	**Average**
2008	Below Average	At-Risk
2007	Average	At-Risk
2006	Average	At-Risk
2005	Average	Below Average

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.

http://ed.sc.gov
http://www.eoc.sc.gov

Meadowfield Elementary	06/01/10-4001046

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

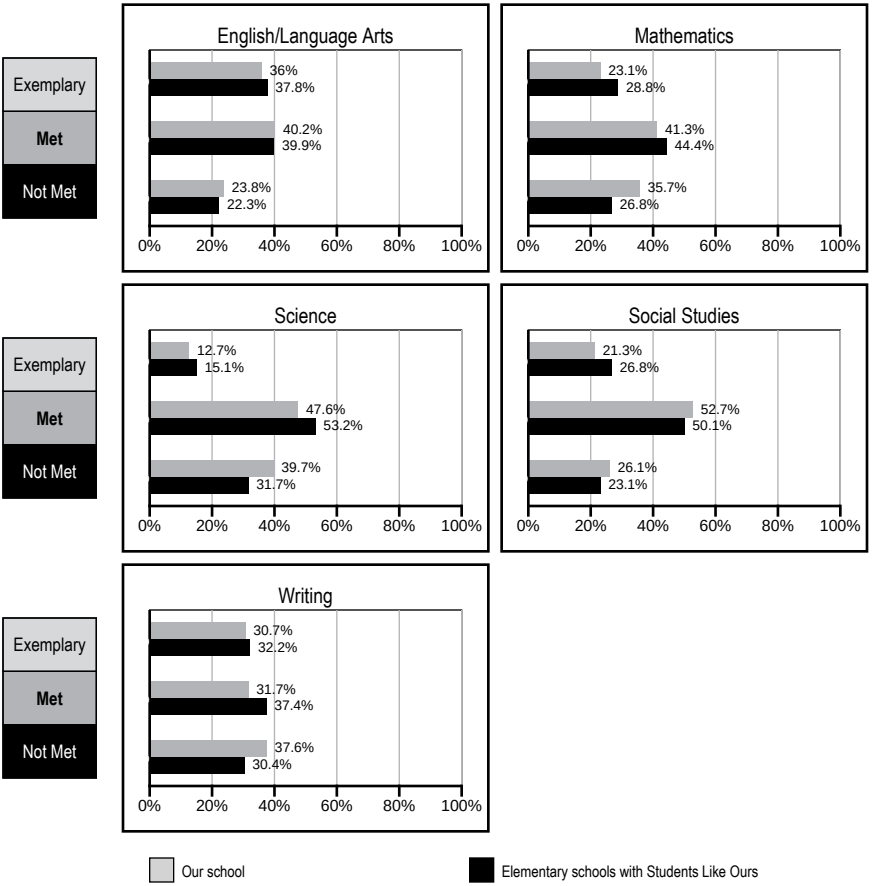
Percent of students tested in 2008-09 whose 2007-08 test scores were located	95.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
3	26	76	3	0

* Ratings are calculated with data available by 06/01/2010.

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=649)				
First graders who attended full-day kindergarten	100.0%	Up from 99.1%	100.0%	100.0%
Retention rate	0.8%	Up from 0.3%	2.1%	1.9%
Attendance rate	95.8%	Down from 96.4%	96.3%	96.3%
Eligible for gifted and talented	13.3%	Down from 19.8%	10.6%	10.0%
With disabilities other than speech	8.7%	Down from 11.0%	9.3%	7.7%
Older than usual for grade	0.0%	Down from 0.2%	0.5%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.3%	No Change	0.0%	0.0%
Teachers (n=45)				
Teachers with advanced degrees	66.7%	Up from 65.3%	59.0%	59.4%
Continuing contract teachers	64.4%	Down from 65.3%	83.3%	80.0%
Teachers with emergency or provisional certificates	2.9%	Up from 2.6%	0.0%	0.0%
Teachers returning from previous year	81.4%	Down from 83.0%	86.9%	85.9%
Teacher attendance rate	95.9%	Down from 96.0%	95.2%	95.1%
Average teacher salary*	$49,620	Down 0.7%	$47,161	$47,149
Professional development days/teacher	11.4 days	Up from 11.0 days	11.8 days	11.1 days
School				
Principal's years at school	6.0	Up from 5.0	4.0	4.0
Student-teacher ratio in core subjects	21.7 to 1	Up from 19.3 to 1	19.2 to 1	18.8 to 1
Prime instructional time	90.2%	Down from 91.1%	90.4%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 94.4%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	$7,217	Up 8.5%	$7,207	$7,458
Percent of expenditures for instruction**	82.1%	Up from 81.6%	68.0%	68.8%
Percent of expenditures for teacher salaries**	76.0%	Down from 76.8%	62.6%	63.2%

* 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

Meadowfield Elementary successfully implemented strategies to achieve the goals identified in the School Renewal Plan. These goals included increasing academic rigor and performance, enhancing professional development, and creating a school environment supportive of lifelong learning.

We completed the final year of the Paideia Instructional Model implementation and were named a Paideia Model School by the National Paideia Center. Student assessment was the focus throughout the year. Students maintained individual portfolios and were trained in conducting student-led conferences which were held at the end of each grading period. Rubrics (criterion rating scales) were utilized as a primary assessment tool. Students completed a Paideia Coached Project each nine weeks. (Coached projects are specially-designed, integrated units of study created by teachers with input from students and involve the presentation of a student product or performance to a relevant audience including the community.) Students participated in content-based and school-wide Paideia seminars, an intellectual dialogue facilitated by open-ended questions about a significant text. Monthly school-wide seminars focused on character education. Paideia seminars and coached projects were designed to increase academic rigor and relevance. Through Paideia, students developed responsibility and ownership of their learning.

Leveled reading libraries and novel sets were purchased and used to enhance reading instruction. Our students won the University of South Carolina "Reading with the Lady Gamecocks" competition. Teachers utilized technology to individualize and differentiate student learning through student participation in SuccessMaker, Accelerated Reader, Accelerated Math, and Breakthrough to Literacy. Technology resources were expanded to include Smart Board units in third- and fourth-grade classrooms.

Teachers consistently attended professional development sessions and planned together in professional learning communities to improve instructional practices. Through our Professional Development School partnership with the University of South Carolina, our teachers, USC faculty, and a USC liaison supervised the internship and practicum classes of future educators. Our accomplished faculty includes nine National Board Certified teachers.

The PTO and SIC worked diligently with school staff to strengthen community relations and parental involvement. The community enjoyed many events, including a First Day Coffee for New Parents, Grade Level Information Nights, Paideia Family Nights, CiCi's and Chick-fil-A Nights, a Book Fair, Public Library Nights, concerts, Paideia and Pastries Day, Hearts Hop Dance, Spring Carnival, 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 reinforced and served the school community through Safety Patrol, Student Council, Friendly Helpers, Recess Patrol, News Team, and Media Helpers.

Paula Stephens, Principal
Susan Stone, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	45	83	34
Percent satisfied with learning environment	82.2%	82.9%	90.6%
Percent satisfied with social and physical environment	91.1%	71.1%	90.9%
Percent satisfied with school-home relations	77.8%	78.0%	81.8%

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

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School Adequate Yearly Progress	NO

This school met 20 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	

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	1.2%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	3.3%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.6%	0.0%	No
Student attendance rate	95.8%	94.0%*	Yes

* Or greater than last year

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Meadowfield Elementary										06/01/10-4001046
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
English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)										
All Students	311	100	23.8	40.2	36	85	78.6	82.8	Yes	Yes
Gender										
Male	158	100	28	40.6	31.5	82.5	74.4	79.3	N/A	N/A
Female	153	100	19.6	39.9	40.6	87.4	82.8	86.5	N/A	N/A
Racial/Ethnic Group										
White	71	100	2.9	29	68.1	98.6	93.7	89.5	Yes	Yes
African American	223	100	32.2	42.6	25.2	79.2	74.6	73.7	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	93.1	92.3	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	80.5	76.5	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	69.2	82.5	I/S	I/S
Disability Status										
Disabled	56	100	46.2	40.4	13.5	69.2	51.2	52	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	77.9	75.1	I/S	I/S
Socio-Economic Status										
Subsized meals	188	100	35.7	44.4	19.9	77.8	74.1	75.5	Yes	Yes
Mathematics - State Performance Objective = 57.8% (Met or Exemplary)										
All Students	311	100	35.7	41.3	23.1	75.2	70.3	78.9	Yes	Yes
Gender										
Male	158	100	39.2	40.6	20.3	70.6	67.8	77	N/A	N/A
Female	153	100	32.2	42	25.9	79.7	72.7	80.9	N/A	N/A
Racial/Ethnic Group										
White	71	100	13	33.3	53.6	89.9	89.9	87.2	Yes	Yes
African American	223	100	44.1	43.1	12.9	69.3	64.6	66.7	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	94.5	93	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	79.4	76	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	76.9	79.5	I/S	I/S
Disability Status										
Disabled	56	100	76.9	17.3	5.8	36.5	36.5	45.5	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	79.7	76.1	I/S	I/S
Socio-Economic Status										
Subsized meals	188	100	49.1	40.4	10.5	64.3	64	70.2	Yes	Yes

***** Adjusted to account for natural variation in performance.

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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	207	98.6	39	48.1	12.8	61	58.1	67.5
Gender								
Male	105	99.1	38.7	49.5	11.8	61.3	57	67
Female	102	98	39.4	46.8	13.8	60.6	59.1	68
Racial/Ethnic Group								
White	56	100	18.5	50	31.5	81.5	85.9	79.5
African American	139	97.8	48.4	48.4	3.3	51.6	50.8	50.3
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	60.7	84.3
Hispanic	6	I/S	I/S	I/S	I/S	I/S	58.8	60.7
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status								
Disabled	40	100	59.5	37.8	2.7	40.5	27.5	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	53.2	59.6
Socio-Economic Status								
Subsized meals	120	99.2	55.1	43.9	0.9	44.9	49.1	55.1
Social Studies								
All Students	204	99	25.3	53.2	21.5	74.7	65.2	72.3
Gender								
Male	102	100	27.8	52.2	20	72.2	63.1	71.5
Female	102	98	22.9	54.2	22.9	77.1	67.2	73.2
Racial/Ethnic Group								
White	40	97.5	7.9	42.1	50	92.1	87.9	80.7
African American	153	99.4	31.7	54	14.4	68.3	59.3	60
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	87.9	88.5
Hispanic	4	I/S	I/S	I/S	I/S	I/S	63.5	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	41	95.1	37.1	54.3	8.6	62.9	36.4	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	63.6	67.9
Socio-Economic Status								
Subsized meals	130	99.2	34.8	57.4	7.8	65.2	58	62.1

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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	301	99	37	32	31	63	63.9	70.2	95.8	95.9
Gender										
Male	153	98	46.8	28.4	24.8	53.2	55.8	63.2	95.6	95.7
Female	148	100	27.3	35.7	37.1	72.7	71.9	77.5	95.9	96.2
Racial/Ethnic Group										
White	71	100	12.9	35.7	51.4	87.1	86.2	79.1	95.4	96
African American	214	98.6	46.2	31.2	22.6	53.8	58	57.6	96	95.9
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	81.9	86.2	96.8	96.4
Hispanic	8	I/S	I/S	I/S	I/S	I/S	63.8	62.6	95.3	95.9
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	84.6	68.7	94.7	94
Disability Status										
Disabled	42	95.2	75	20	5	25	22.3	26.1	94.2	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	61.2	61.2	97.1	96.2
Socio-Economic Status										
Subsized meals	180	98.3	51.8	31.5	16.7	48.2	56.7	58.9	95.1	95.7

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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
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
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
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
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

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