

WOODLAND ELEMENTARY

1730 Gibb Shoals Rd.
Greer, SC 29650

Grades	PK-5 Elementary School	
Enrollment	1,191 Students	
Principal	Wanda G. Mote	864-355-0400
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Megan Hickerson	864-288-8363

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Excellent	Excellent*
2009	Excellent	Good
2008	Good	Below Average
2007	Good	Good
2006	Good	Below Average

* The School's 2010 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 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.

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

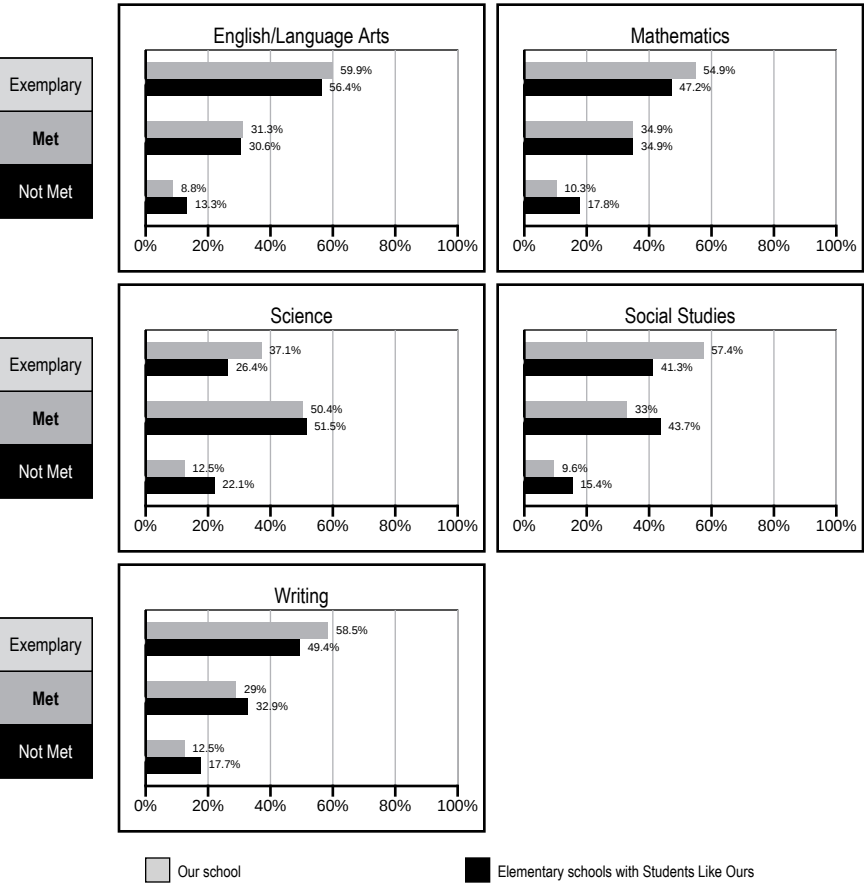
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 96.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
27	11	2	1	0

* Ratings are calculated with data available by 03/09/2011.

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=1,191)				
First graders who attended full-day kindergarten	98.1%	Up from 97.5%	100.0%	100.0%
Retention rate	1.8%	Down from 3.3%	0.9%	1.2%
Attendance rate	96.5%	Down from 96.8%	96.4%	96.1%
Eligible for gifted and talented	19.2%	Up from 16.9%	20.7%	11.7%
With disabilities other than speech	6.4%	Down from 6.9%	6.9%	8.0%
Older than usual for grade	0.2%	Down from 0.4%	0.3%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.3%	Up from 0.0%	0.0%	0.0%
Teachers (n=65)				
Teachers with advanced degrees	55.4%	Up from 49.3%	63.4%	60.5%
Continuing contract teachers	89.2%	Up from 80.3%	89.2%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	90.7%	Up from 89.6%	88.6%	87.0%
Teacher attendance rate	96.7%	Up from 96.5%	95.9%	95.4%
Average teacher salary*	\$46,833	Up 3.1%	\$48,568	\$47,288
Professional development days/teacher	5.8 days	Up from 5.6 days	9.0 days	10.5 days
School				
Principal's years at school	13.0	Up from 12.0	4.0	4.0
Student-teacher ratio in core subjects	22.0 to 1	Up from 18.6 to 1	21.1 to 1	19.2 to 1
Prime instructional time	93.3%	Up from 93.1%	92.2%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 97.5%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$5,410	Up 0.3%	\$6,897	\$7,548
Percent of expenditures for instruction**	73.7%	Up from 72.0%	70.6%	68.7%
Percent of expenditures for teacher salaries**	69.1%	Up from 67.5%	67.2%	65.1%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Woodland Elementary School serves 1203 students in grades pre-K through grade 5 from a variety of cultural backgrounds. Our teachers work diligently each year to provide learning experiences that engage students in creative, rigorous, standards-based activities that will enable them to achieve to their highest potential. In order to better meet the unique learning needs of our students, our teachers and administrative staff regularly participate in staff development opportunities designed to more effectively support and enhance our instructional program. Two key areas of focus this year were Learning Focused and Building the Professional Learning Community. Both of these initiatives provided the framework for quality teaching and learning, leadership, and teamwork. The collection and analysis of student and class data was a focus area this year. All teachers and students maintained data notebooks in identified curriculum areas. Analysis of the data on a regular basis helped identify areas of strength, areas needing more emphasis, and individuals that needed more specific interventions.

We are very proud of our accomplishments this year. The efforts of our teachers, students, and their parents resulted in recognition for our student achievement gains. Woodland received a rating of EXCELLENT on the school report card and was awarded a gold award for general performance on PASS 2009 and a silver award for closing the gap. MAP (Measures of Academic Progress) data also showed continued gains in the areas of ELA and MATH; further affirmation of the hard work of our teachers and students. Looking forward, our challenge continues to be to more precisely identify and implement strategies to sustain our progress and meet individual needs as we move student achievement forward.

Parental and community involvement is crucial to our success. Our PTA and SIC (School Improvement Council) are involved in key ways at Woodland. Their financial support, commitment to volunteer hours, and creative problem-solving abilities, enables us to enjoy access to opportunities and resources that would not be possible otherwise. We are, indeed, grateful for their generous support.

The staff at Woodland remains committed to the success of every child and shares the belief that all children can achieve to their highest potential if provided opportunities, support, encouragement, and love. Woodland Elementary truly is a special place where children come first and EXCELLENCE is the way of life!

Wanda G. Mote, Principal
AnnLee Giltner, SIC Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	61	194	157
Percent satisfied with learning environment	88.5%	90.7%	92.8%
Percent satisfied with social and physical environment	96.7%	90.2%	92.2%
Percent satisfied with school-home relations	96.7%	93.8%	90.1%

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

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No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 29 out of 29 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	1.7%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	1.2%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.5%	0.0%	No
Student attendance rate	96.5%	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 = 58.8% (Met or Exemplary)

All Students	566	99.1	8.6	31.4	60	95.5	84.7	83.5	Yes	Yes
Gender										
Male	281	99.3	11.9	30.9	57.2	94.1	81.3	80.1	N/A	N/A
Female	285	99	5.3	32	62.8	97	88.3	87	N/A	N/A
Racial/Ethnic Group										
White	384	99.7	4.6	29.4	66	98.1	90	89.6	Yes	Yes
African American	51	98	21.7	32.6	45.7	87	73.4	74.6	Yes	Yes
Asian/Pacific Islander	23	100	9.5	23.8	66.7	95.2	94.3	92.7	I/S	I/S
Hispanic	97	96.9	19.8	40.7	39.5	88.4	78.4	79.6	Yes	Yes
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	89.7	85.1	I/S	I/S
Disability Status										
Disabled	68	97.1	32.8	36.1	31.1	77	53.3	51.7	Yes	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	101	97	18.9	41.1	40	89.5	78.7	79	Yes	Yes
Socio-Economic Status										
Subsidized meals	210	98.1	18.7	38.5	42.8	90.4	76.1	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	566	100	10.3	34.9	54.9	94.2	82	80.4	Yes	Yes
Gender										
Male	281	100	12.6	31.2	56.1	92.9	80.5	78.4	N/A	N/A
Female	285	100	7.9	38.6	53.6	95.5	83.5	82.5	N/A	N/A
Racial/Ethnic Group										
White	384	100	7	30.1	62.9	96.5	87.7	87.8	Yes	Yes
African American	51	100	23.9	45.7	30.4	80.4	68.4	69.3	Yes	Yes
Asian/Pacific Islander	23	100	N/A	N/A	N/A	100	94.9	93.5	I/S	I/S
Hispanic	97	100	20.9	46.5	32.6	89.5	78.3	78.3	Yes	Yes
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	79.5	83.2	I/S	I/S
Disability Status										
Disabled	68	100	43.5	37.1	19.4	71	46.1	46.1	Yes	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	101	100	21.1	41.1	37.9	88.4	79.2	78.9	Yes	Yes
Socio-Economic Status										
Subsidized meals	210	100	18.7	46.5	34.8	89.8	72.9	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

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
Science								
All Students	382	100	12.7	50.3	37	87.3	70.6	67.3
Gender								
Male	185	100	11.9	50.8	37.3	88.1	70.1	66.9
Female	197	100	13.5	49.7	36.8	86.5	71.1	67.7
Racial/Ethnic Group								
White	261	100	6.3	49.4	44.3	93.7	80.2	79.6
African American	34	100	31	51.7	17.2	69	50.4	49.7
Asian/Pacific Islander	15	100	7.1	35.7	57.1	92.9	86.4	84.4
Hispanic	64	100	29.3	56.9	13.8	70.7	60.1	59.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	76.3	69.5
Disability Status								
Disabled	45	100	38.1	50	11.9	61.9	33.9	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
English Proficiency								
Limited English Proficient	72	100	30.3	50	19.7	69.7	60.6	58.6
Socio-Economic Status								
Subsidized meals	146	100	29.2	52.3	18.5	70.8	57.1	55.4

Social Studies

All Students	378	100	9.6	33	57.4	90.4	73.2	70.9
Gender								
Male	187	100	10.4	29.7	59.9	89.6	72.8	70.1
Female	191	100	8.8	36.3	54.9	91.2	73.7	71.7
Racial/Ethnic Group								
White	254	100	6.5	31	62.5	93.5	79.8	79.2
African American	31	100	25.8	32.3	41.9	74.2	57.9	58.4
Asian/Pacific Islander	18	100	6.3	12.5	81.3	93.8	86.9	86.8
Hispanic	69	100	15.9	42.9	41.3	84.1	67.8	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	69.8	71.2
Disability Status								
Disabled	48	100	31.8	45.5	22.7	68.2	40	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
English Proficiency								
Limited English Proficient	71	100	14.3	42.9	42.9	85.7	69	68
Socio-Economic Status								
Subsidized meals	129	100	17.5	40.8	41.7	82.5	61.6	60.8

Abbreviations for Missing Data

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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	570	98.6	11.9	29.1	59	88.1	74	72.1	96.5	96.2
Gender										
Male	288	99.3	14.9	31.6	53.5	85.1	67.2	65.2	96.5	96.2
Female	282	97.9	8.7	26.5	64.8	91.3	81.1	79.2	96.6	96.3
Racial/Ethnic Group										
White	389	99.2	6.4	26.2	67.4	93.6	81.6	80.8	96.5	96.1
African American	50	100	17	46.8	36.2	83	58.6	59.7	96.4	96.2
Asian/Pacific Islander	23	100	14.3	14.3	71.4	85.7	88.8	87	97.1	97.5
Hispanic	96	95.8	32.6	30.2	37.2	67.4	63.1	64.6	96.5	96.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	74.7	73.4	95.8	94.8
Disability Status										
Disabled	71	97.2	38.5	40	21.5	61.5	29.5	27.7	96	95.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	63.5	N/A	97.6
English Proficiency										
Limited English Proficient	102	96.1	32.6	28.4	38.9	67.4	62.9	63.7	96.8	97
Socio-Economic Status										
Subsidized meals	209	97.1	23.4	41	35.6	76.6	61.1	61.9	95.9	95.6

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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	195	99.5	10	23.2	66.8	90
	4	189	100	17.6	36.3	46.2	82.4
	5	200	99.5	11.6	41.3	47.1	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
2010	3	176	98.3	4.9	12.2	82.9	95.1
	4	194	99.5	11.7	36.7	51.6	88.3
	5	196	99.5	8.7	43.2	48.1	91.3
	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
Mathematics							
2009	3	195	100	17.3	30.4	52.4	82.7
	4	189	100	7.7	45.6	46.7	92.3
	5	200	99.5	12.7	45.5	41.8	87.3
	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
2010	3	176	100	9.8	28	62.2	90.2
	4	194	100	11.6	34.9	53.4	88.4
	5	196	100	9.3	41	49.7	90.7
	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
Science							
2009	3	98	100	14.4	46.4	39.2	85.6
	4	189	100	13.2	56	30.8	86.8
	5	102	100	19.6	59.8	20.6	80.4
	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
2010	3	88	100	12.3	40.7	46.9	87.7
	4	194	100	10.1	51.9	38.1	89.9
	5	100	100	18.5	55.4	26.1	81.5
	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

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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							
2009	3	97	100	6.4	20.2	73.4	93.6
	4	189	100	9.9	51.1	39	90.1
	5	97	100	17.2	36.6	46.2	82.8
	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
2010	3	88	100	3.6	27.7	68.7	96.4
	4	194	100	12.2	32.3	55.6	87.8
	5	96	100	9.8	39.1	51.1	90.2
	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
Writing							
2009	3	195	100	14.6	25	60.4	85.4
	4	188	99.5	20.2	43.2	36.6	79.8
	5	201	100	13.5	37.5	49	86.5
	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
2010	3	177	97.7	12.2	23.2	64.6	87.8
	4	197	99	11.6	28.9	59.5	88.4
	5	196	99	11.9	34.6	53.5	88.1
	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

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