



WOODLAND HEIGHTS ELEMENTARY

1216 John B. White Blvd.
Spartanburg, South

Grades	PK-5 Elementary School	
Enrollment	399 Students	
Principal	Dr. Cynthia Pridgen	864-576-0506
Superintendent	Darryl Owings	864-576-4212
Board Chair	Mr. Alex Meadows	864-576-4212

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Good	Average
2009	Good	Average
2008	Average	At-Risk
2007	Average	At-Risk
2006	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 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

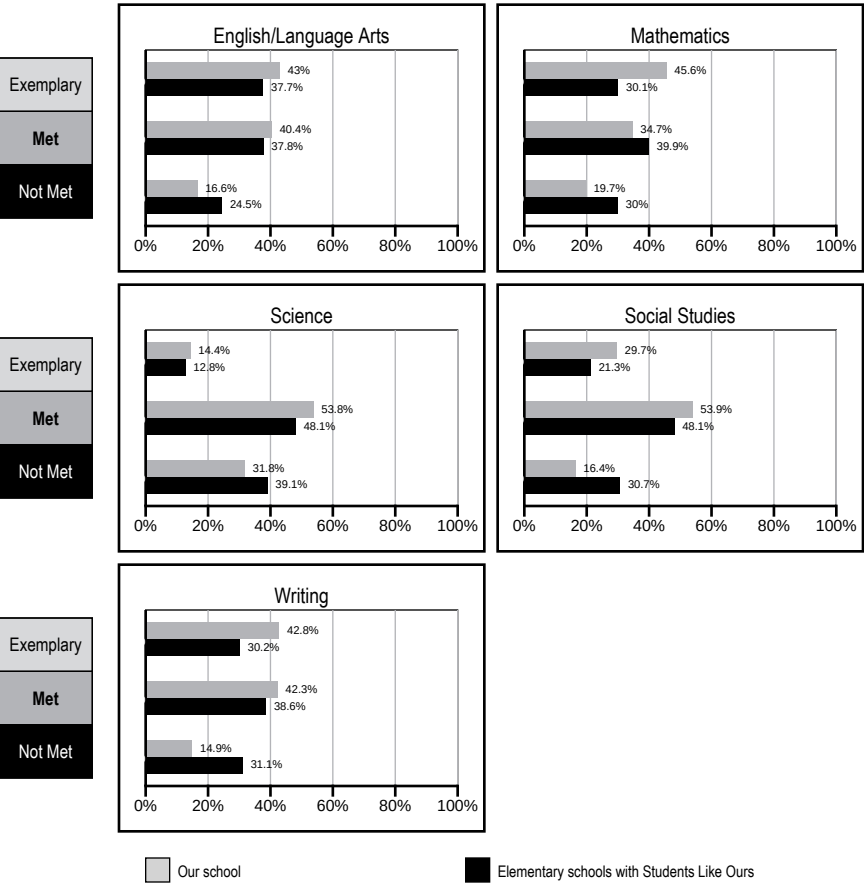
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 97.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	21	93	7	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=399)				
First graders who attended full-day kindergarten	100.0%	Up from 98.0%	100.0%	100.0%
Retention rate	1.0%	Down from 3.4%	1.2%	1.2%
Attendance rate	97.2%	No Change	95.8%	96.1%
Eligible for gifted and talented	31.4%	Up from 20.4%	10.6%	11.7%
With disabilities other than speech	8.7%	Down from 15.5%	8.6%	8.0%
Older than usual for grade	0.3%	Up from 0.0%	0.5%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=36)				
Teachers with advanced degrees	66.7%	Up from 63.9%	60.3%	60.5%
Continuing contract teachers	77.8%	No Change	85.7%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	91.2%	Up from 89.6%	87.9%	87.0%
Teacher attendance rate	96.3%	Up from 95.8%	95.1%	95.4%
Average teacher salary*	\$50,366	Down 1.4%	\$47,080	\$47,288
Professional development days/teacher	13.3 days	Up from 12.6 days	10.2 days	10.5 days
School				
Principal's years at school	6.0	Up from 5.0	4.0	4.0
Student-teacher ratio in core subjects	17.5 to 1	Down from 17.9 to 1	19.2 to 1	19.2 to 1
Prime instructional time	93.0%	Up from 92.3%	90.0%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.6%	Down from 99.2%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$9,381	Up 7.5%	\$7,488	\$7,548
Percent of expenditures for instruction**	75.3%	Up from 74.7%	68.2%	68.7%
Percent of expenditures for teacher salaries**	72.8%	Up from 55.1%	64.9%	65.1%

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

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Woodland Heights Elementary received two prestigious awards on the same day. WHES was named Carolina First Palmetto's Finest, one of two elementary schools in the state recognized, and the SC Distinguished Title I school award for Closing the Achievement Gap, the top Title I school in the state out of 514 schools. The principal, Dr. Cynthia J. Pridgen, was also named SCAEA Outstanding Elementary Principal of the Year. Woodland Heights Elementary just completed their fifth year as an Arts in Basic Curriculum school. Less than sixty schools in SC have this recognition. The ABC site recognition came with \$7,500 in annual grant funds that provided many wonderful arts experiences. Each grade presented a musical drama incorporating the SC Academic Standards tied to our school wide theme, "Sail Into Learning." Students enjoyed seven arts performances at the school and attended several off site performances. Eight artists in residence provided musical, visual arts, drama, and dance experiences. Teachers utilized the arts in classrooms when teaching core academic subjects. Parents were invited to a Fine Arts Sneak a Peek Week where they visited classrooms and even participated in one of their child's arts experiences. Throughout the year, students participated in numerous activities that promote leadership such as Student Council, Peer Helpers, Wildcat Cadets, and Gents and Ladies Clubs. Through our Wee C.A.R.E. (Children Are Reaching Everywhere) Program, students were able to give back to the community by sponsoring the Animal Shelter, Soup Kitchen, Relay for Life and the Christmas Giving Tree. Additional educational programs implemented included a full-day 4K program, Hands-On-Algebra, early morning math enrichment, reading incentive programs, in-school tutoring for grades K-5, after school homework assistance/remedial programs, computerized math and reading programs, and an afternoon Fitness Club for grades 3-5. An instructional afterschool and summer program partnership with a local church through a \$300,000 21st Century grant provided learning opportunities for many students.

A variety of school events allowed parents to share in their child's school experience. Some of these events were Back to School Night, Picnic on the Green, Open House, Clay Night, Sneak a Peek Weeks, Grandparents Day, and a Fine Arts Share Week. An active PTO provided WHES with funds to enrich learning opportunities. Through their fundraisers, the PTO purchased instructional materials, reading incentives, program supplies, playground equipment, a sound system, and much more! The extensive volunteer program included over 2000 volunteer hours. WHES PTO is awesome!

The experienced WHES staff includes 70% with a Masters degree or higher and 29% who have gifted certification. These professionals work well as a team and are key in the successful instructional program. By always keeping in mind our school motto, "Always for Children," the WHES faculty will continue to provide quality learning environments for all children.

Dr. Cynthia J. Pridgen, Principal

Mrs. Melissa Brown, SIC

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	36	61	47
Percent satisfied with learning environment	100.0%	95.1%	97.8%
Percent satisfied with social and physical environment	100.0%	95.1%	91.3%
Percent satisfied with school-home relations	97.1%	93.4%	93.3%

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

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 17 out of 17 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	2.0%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	7.0%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	97.2%	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	209	98.6	16.6	40.4	43	92.7	82.3	83.5	Yes	Yes
Gender										
Male	92	98.9	18.1	44.6	37.3	91.6	79.7	80.1	N/A	N/A
Female	117	98.3	15.5	37.3	47.3	93.6	84.9	87	N/A	N/A
Racial/Ethnic Group										
White	55	98.2	4.1	28.6	67.3	100	88.5	89.6	Yes	Yes
African American	127	99.2	23.1	42.1	34.7	89.3	74.3	74.6	Yes	Yes
Asian/Pacific Islander	12	91.7	I/S	I/S	I/S	I/S	88	92.7	I/S	I/S
Hispanic	15	100	14.3	42.9	42.9	92.9	74.7	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	83.3	85.1	I/S	I/S
Disability Status										
Disabled	30	96.7	72	24	4	60	46.3	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	78.6	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	17	94.1	14.3	71.4	14.3	92.9	74	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	131	98.5	23	41.8	35.2	88.5	76.7	76.9	Yes	Yes

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

All Students	209	98.6	19.7	34.7	45.6	89.6	80.9	80.4	Yes	Yes
Gender										
Male	92	98.9	19.3	34.9	45.8	89.2	78.9	78.4	N/A	N/A
Female	117	98.3	20	34.5	45.5	90	83	82.5	N/A	N/A
Racial/Ethnic Group										
White	55	98.2	10.2	18.4	71.4	95.9	87	87.8	Yes	Yes
African American	127	99.2	24.8	40.5	34.7	86.8	72.2	69.3	Yes	Yes
Asian/Pacific Islander	12	91.7	I/S	I/S	I/S	I/S	88.9	93.5	I/S	I/S
Hispanic	15	100	14.3	28.6	57.1	85.7	75.1	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	83.3	83.2	I/S	I/S
Disability Status										
Disabled	30	96.7	68	20	12	44	42.5	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	78.6	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	17	94.1	21.4	42.9	35.7	85.7	75.4	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	131	98.5	27	36.9	36.1	84.4	74.7	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	140	100	31.8	53.8	14.4	68.2	66.3	67.3
Gender								
Male	58	100	32.1	54.7	13.2	67.9	65.8	66.9
Female	82	100	31.6	53.2	15.2	68.4	66.8	67.7
Racial/Ethnic Group								
White	37	100	12.1	57.6	30.3	87.9	78.3	79.6
African American	87	100	41.2	51.8	7.1	58.8	49.8	49.7
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	76.1	84.4
Hispanic	8	I/S	I/S	I/S	I/S	I/S	55.8	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	68.8	69.5
Disability Status								
Disabled	16	100	N/A	N/A	N/A	21.4	25.4	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	10	I/S	I/S	I/S	I/S	I/S	54.2	58.6
Socio-Economic Status								
Subsidized meals	89	100	42.4	51.8	5.9	57.6	56.1	55.4

Social Studies

All Students	138	100	16.3	54.3	29.5	83.7	70.4	70.9
Gender								
Male	68	100	16.1	46.8	37.1	83.9	70.5	70.1
Female	70	100	16.4	61.2	22.4	83.6	70.3	71.7
Racial/Ethnic Group								
White	39	100	5.6	44.4	50	94.4	77.8	79.2
African American	81	100	19.7	59.2	21.1	80.3	59.6	58.4
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	83.7	86.8
Hispanic	10	I/S	I/S	I/S	I/S	I/S	63.4	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	50	71.2
Disability Status								
Disabled	22	100	42.1	36.8	21.1	57.9	32.9	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
English Proficiency								
Limited English Proficient	12	100	25	50	25	75	64.7	68
Socio-Economic Status								
Subsidized meals	85	100	21.5	57	21.5	78.5	62.3	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	208	99	14.9	42.3	42.8	85.1	71.8	72.1	97.2	96.3
Gender										
Male	92	98.9	20.2	42.9	36.9	79.8	64.9	65.2	96.9	96.3
Female	116	99.1	10.9	41.8	47.3	89.1	78.8	79.2	97.5	96.4
Racial/Ethnic Group										
White	54	98.2	4.2	33.3	62.5	95.8	80	80.8	96.7	96
African American	126	100	18.2	50.4	31.4	81.8	61.9	59.7	97.3	96.7
Asian/Pacific Islander	11	90.9	I/S	I/S	I/S	I/S	79.1	87	98.2	97.1
Hispanic	15	100	14.3	21.4	64.3	85.7	61.4	64.6	97.4	96.4
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	70.8	73.4	N/A	94.1
Disability Status										
Disabled	30	96.7	48	44	8	52	24.9	27.7	96.9	96
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	97.1
English Proficiency										
Limited English Proficient	17	94.1	33.3	26.7	40	66.7	60.8	63.7	98	96.4
Socio-Economic Status										
Subsidized meals	131	98.5	21.1	44.7	34.1	78.9	64	61.9	97	95.9

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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	78	100	12.7	25.4	62	87.3
	4	72	98.6	14.9	52.2	32.8	85.1
	5	57	100	25.9	42.6	31.5	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
2010	3	67	97	14.8	29.5	55.7	85.2
	4	72	100	15.2	43.9	40.9	84.8
	5	70	98.6	19.7	47	33.3	80.3
	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	78	100	14.1	40.8	45.1	85.9
	4	72	98.6	22.4	50.7	26.9	77.6
	5	57	100	16.7	61.1	22.2	83.3
	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	67	97	21.3	19.7	59	78.7
	4	72	100	19.7	40.9	39.4	80.3
	5	70	98.6	18.2	42.4	39.4	81.8
	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	38	100	20.6	47.1	32.4	79.4
	4	72	98.6	31.3	56.7	11.9	68.7
	5	30	100	51.9	40.7	7.4	48.1
	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
2010	3	33	100	45.2	35.5	19.4	54.8
	4	72	100	23.9	64.2	11.9	76.1
	5	35	100	35.3	50	14.7	64.7
	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

Abbreviations for Missing Data

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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	40	100	2.7	29.7	67.6	97.3
	4	72	98.6	10.4	65.7	23.9	89.6
	5	28	100	14.8	63	22.2	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
2010	3	32	100	6.7	43.3	50	93.3
	4	72	100	10.4	64.2	25.4	89.6
	5	34	100	37.5	43.8	18.8	62.5
	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
Writing							
2009	3	77	100	8.3	25	66.7	91.7
	4	71	100	22.4	46.3	31.3	77.6
	5	54	100	18.5	55.6	25.9	81.5
	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	66	98.5	6.6	44.3	49.2	93.4
	4	72	100	14.9	49.3	35.8	85.1
	5	70	98.6	22.7	33.3	43.9	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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