



Herbert A Wood Elementary

737 Pine Ridge Drive
West Columbia, South

Grades	2-5 Elementary School	
Enrollment	519 Students	
Principal	Vicki J. Trauffer, Ph.D.	803-755-7420
Superintendent	Dr. Venus Holland	803-739-8399
Board Chair	Beth Branham	803-739-4708

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Average	Below Average
2007	Average	Good
2006	Average	Good
2005	Average	Below Average
2004	Good	Below Average

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

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 fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

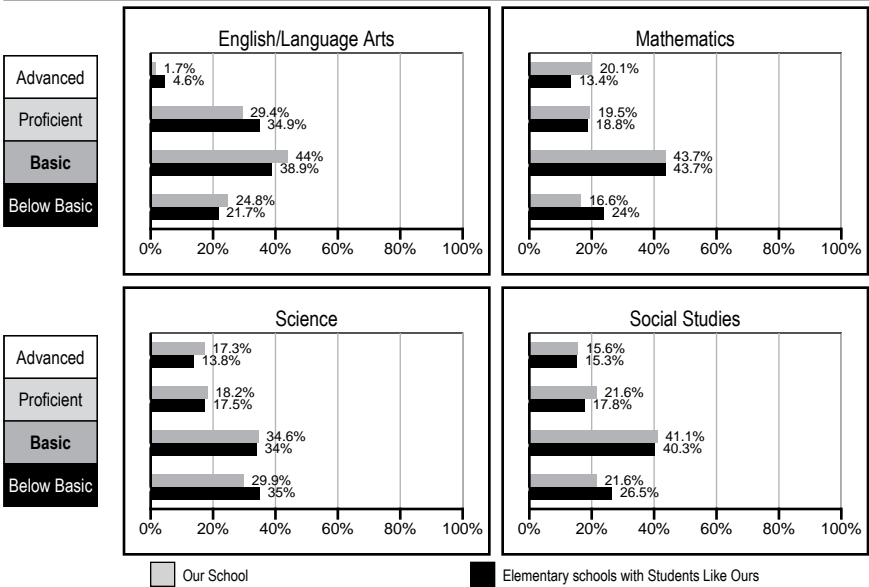
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 96.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	3	50	35	1

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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=519)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	1.4%	No Change	2.8%	2.3%
Attendance rate	96.4%	Up from 96.2%	96.1%	96.3%
Eligible for gifted and talented	15.8%	Up from 13.2%	9.4%	10.4%
With disabilities other than speech	6.1%	Down from 7.6%	8.7%	7.5%
Older than usual for grade	0.4%	Down from 0.8%	0.7%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.2%	Up from 0.0%	0.0%	0.0%
Teachers (n=35)				
Teachers with advanced degrees	54.3%	Up from 48.6%	57.4%	56.7%
Continuing contract teachers	74.3%	Up from 68.6%	80.3%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	75.4%	Down from 80.1%	86.7%	86.4%
Teacher attendance rate	95.8%	Up from 94.6%	94.7%	94.9%
Average teacher salary	\$41,325	Up 6.0%	\$45,332	\$45,345
Professional development days/teacher	18.0 days	Up from 14.6 days	12.8 days	12.6 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	20.2 to 1	Up from 19.6 to 1	18.5 to 1	18.5 to 1
Prime instructional time	91.1%	Up from 90.3%	89.4%	89.8%
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	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$6,140	Up 13.3%	\$6,897	\$7,052
Percent of expenditures for instruction*	73.3%	Down from 76.0%	68.9%	69.1%
Percent of expenditures for teacher salaries*	68.5%	Down from 70.0%	65.0%	64.2%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Herbert A. Wood Elementary continued to provide exceptional programs and opportunities to enable all students to experience success throughout the 2007–2008 school year. Because of the efforts of our staff, parents, and students, Wood Elementary received the Palmetto Silver Award for the second consecutive year. We are proud of the academic growth our students have made.

During the 2007-2008 school year, we implemented several school-wide programs to enhance our academic instruction. Teachers and teacher assistants provided differentiated instruction to small groups of students in our T.E.A.M. (Time room using the responsive teaching cycle). Our partnerships with the University of South Carolina and Midlands Technical College offered valuable opportunities to work with practicum students. Mad Science of Columbia provided after-school programs throughout the year and an Exploration Day, filled with standards-based, fun, and hands-on science activities for every student at Wood. Wood Elementary has been recognized by Columbia Mayor Bob Coble as the first school in South Carolina to form a school-wide partnership with Caroline Bennett, author of Charley's Columbia Backyard. Our students have the unique opportunity to complete "Charley's Checklist" through participation in field trips and experiences that the school provides. Our third-grade students were Math Pen Pals with students at USC throughout the school year. The students wrote math problems for one another to solve. This experience was beneficial for the students at Wood Elementary and USC. Our students understand the importance of taking care of our environment through a recycling grant from DHEC this year. Our fifth-grade students participated in our very first Science Fair.

Our parent involvement program continues to be an essential part of our school. Parents and grandparents participated in activities such as Books and Breakfast, Grandparents Breakfast, Reading Prize Patrol, Math Prize Patrol, "Parenting Now" classes, Kaleidoscope of the Arts, Holiday Shop, Career Day, Mad Science activities, and Field Day. Wood Elementary, along with three other elementary schools in Lexington Two, hosted an informative workshop for parents and educators presented by Jim Trelease, author of The Read-Aloud Handbook.

Our teachers participated in several staff development opportunities, including two book studies, data-analysis days, and weekly collaborative planning around student data with the math and literacy coaches. We worked to establish positive relationships with students as a basis for meeting their educational needs. As a Professional Learning Community, we are committed to learn and grow together, as we work toward our school mission to equip students with the knowledge, strength of character, and desire for learning in order to embrace the past, achieve in the present, and build for the future.

Shara Freeman, School Improvement Council Chair
Vicki J. Trauffer, Ph.D., Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	38	105	97
Percent satisfied with learning environment	92.1%	85.4%	92.7%
Percent satisfied with social and physical environment	86.8%	88.5%	91.6%
Percent satisfied with school-home relations	76.3%	85.7%	91.7%

* 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 17 out of 19 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

Corrective Action

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. Sanction: Implement the restructuring plan.
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	0.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	1.4%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.4%	94.0%	Yes

* Or greater than last year

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)											
All Students	361	100	24.8	44	29.4	1.7	44.3	45.4	48.2	Yes	Yes
Gender											
Male	170	100	30.1	44.8	23.9	1.2	36.2	37.4	41.7	N/A	N/A
Female	191	100	20	43.3	34.4	2.2	51.7	53.6	55	N/A	N/A
Racial/Ethnic Group											
White	203	100	20.3	42.1	34.5	3	50.3	55.4	60	Yes	Yes
African American	122	100	36.5	45.2	18.3	0	32.2	30.2	31.7	No	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	69.2	70.4	I/S	I/S
Hispanic	29	100	12.5	62.5	25	0	41.7	34.5	38.4	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
Disability Status											
Disabled	41	100	48.7	38.5	12.8	0	23.1	14.3	16	I/S	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	22.2	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	27	100	13.6	63.6	22.7	0	40.9	29.9	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	243	100	27.6	48.7	22.4	1.3	37.5	35.1	34	No	Yes
Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)											
All Students	361	100	16.6	43.7	19.5	20.1	51.9	47.1	45.8	Yes	Yes
Gender											
Male	170	100	14.1	40.5	20.9	24.5	54.6	45.7	45.6	N/A	N/A
Female	191	100	18.9	46.7	18.3	16.1	49.4	48.4	45.9	N/A	N/A
Racial/Ethnic Group											
White	203	100	11.7	39.6	21.8	26.9	61.4	58.2	59	Yes	Yes
African American	122	100	27	48.7	13	11.3	33.9	28.5	26.9	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	75	71.3	I/S	I/S
Hispanic	29	100	12.5	50	25	12.5	54.2	41.7	38.1	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status											
Disabled	41	100	35.9	38.5	12.8	12.8	33.3	19.9	17.1	I/S	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	50	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	27	100	13.6	45.5	27.3	13.6	59.1	41.6	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	243	100	19.4	45.7	18.5	16.4	48.7	36.6	31.4	Yes	Yes

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

Abbreviations for Missing Data

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	242	100	29.9	34.6	18.2	17.3	35.5	39.6	35.7	96.4	95.8
Gender											
Male	120	100	31	31	17.2	20.7	37.9	40.5	37.4	96.2	95.7
Female	122	100	28.7	38.3	19.1	13.9	33	38.7	33.8	96.5	95.9
Racial/Ethnic Group											
White	139	100	22.4	32.8	20.9	23.9	44.8	51.9	49.2	96.2	95.7
African American	78	100	45.3	36	13.3	5.3	18.7	19.8	17	96.7	96.1
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	57.7	58	96.8	97
Hispanic	19	100	25	43.8	12.5	18.8	31.3	28.7	24.9	96.5	95.6
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	96.7	96.2
Disability Status											
Disabled	28	100	37	37	11.1	14.8	25.9	18.6	14	96.1	95.1
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	18.2	21.9	N/A	97
English Proficiency											
Limited English Proficient	17	100	28.6	35.7	14.3	21.4	35.7	24.1	24.4	96.8	95.8
Socio-Economic Status											
Subsided meals	160	100	31.2	37.7	16.9	14.3	31.2	27	21.1	95.9	95.4
Social Studies											
All Students	244	100	21.6	41.1	21.6	15.6	37.2	35.4	34	96.4	95.8
Gender											
Male	114	100	18.3	38.5	27.5	15.6	43.1	38.6	36.6	96.2	95.7
Female	130	100	24.6	43.4	16.4	15.6	32	32.1	31.3	96.5	95.9
Racial/Ethnic Group											
White	135	100	21.5	36.2	23.1	19.2	42.3	44.2	44.5	96.2	95.7
African American	86	100	23.5	46.9	21	8.6	29.6	21.8	19.1	96.7	96.1
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	53.3	58.9	96.8	97
Hispanic	19	100	18.8	50	6.3	25	31.3	29.4	27.5	96.5	95.6
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	96.7	96.2
Disability Status											
Disabled	26	100	50	25	20.8	4.2	25	17.7	14.4	96.1	95.1
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	16.7	22.6	N/A	97
English Proficiency											
Limited English Proficient	19	100	18.8	50	6.3	25	31.3	23.7	27.3	96.8	95.8
Socio-Economic Status											
Subsided meals	167	100	24.5	42.1	20.8	12.6	33.3	28.4	21	95.9	95.4

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

Abbreviations for Missing Data

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PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	131	100	17.4	28.9	46.3	7.4	53.7
	4	126	99.2	23.2	44.6	31.3	0.9	32.1
	5	118	100	29.6	44.4	24.1	1.9	25.9
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	119	100	19.8	41.4	37.8	0.9	38.7
	4	125	100	27.7	37	34.5	0.8	35.3
	5	117	100	26.5	54	15.9	3.5	19.5
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	131	100	25.6	46.3	15.7	12.4	28.1
	4	126	99.2	23.2	42	17.9	17	34.8
	5	118	100	20.4	44.4	15.7	19.4	35.2
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	119	100	25.2	48.6	9	17.1	26.1
	4	125	100	13.4	35.3	26.9	24.4	51.3
	5	117	100	11.5	47.8	22.1	18.6	40.7
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	65	100	25.8	38.7	21	14.5	35.5
	4	126	99.2	25.9	42.9	20.5	10.7	31.3
	5	59	100	35.2	22.2	18.5	24.1	42.6
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	60	100	29.8	40.4	21.1	8.8	29.8
	4	125	100	26.9	33.6	18.5	21	39.5
	5	57	100	36.4	30.9	14.5	18.2	32.7
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	66	98.5	13.8	46.6	25.9	13.8	39.7
	4	126	99.2	26.8	50	16.1	7.1	23.2
	5	59	100	40.7	35.2	16.7	7.4	24.1
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	59	100	14.8	35.2	33.3	16.7	50
	4	125	100	23.5	43.7	17.6	15.1	32.8
	5	60	100	24.1	41.4	19	15.5	34.5
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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