

HERBERT A WOOD ELEMENTARY

737 Pine Ridge Drive
West Columbia, South

Grades	2-5 Elementary School	
Enrollment	487 Students	
Principal	Victoria S. Thompkins	803-755-7420
Superintendent	Venus J. Holland, Ed. D.	803-739-8399
Board Chair	Rick Shull	803-796-9172

THE STATE OF SOUTH CAROLINA
2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

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

HERBERT A WOOD ELEMENTARY 03/09/11-3202027

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

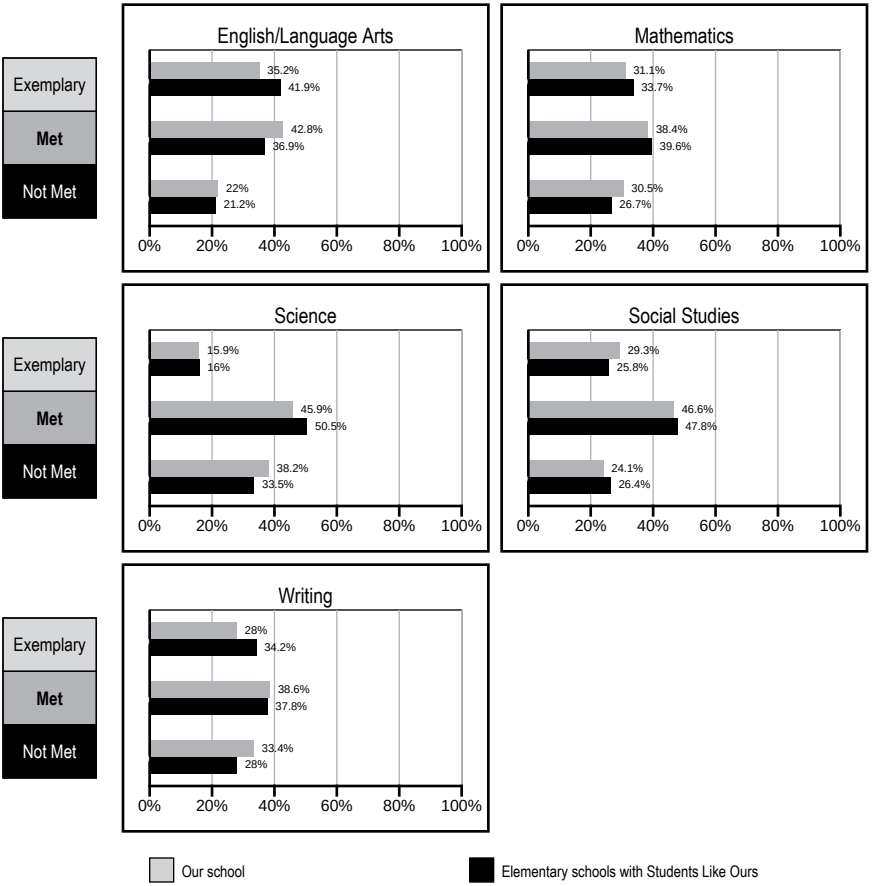
Percent of students tested in 2009-10 whose 2008-09 test scores were located	97.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
10	29	71	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=487)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	0.2%	Down from 1.0%	1.2%	1.2%
Attendance rate	99.9%	Up from 96.5%	96.0%	96.1%
Eligible for gifted and talented	15.7%	Up from 15.0%	12.2%	11.7%
With disabilities other than speech	6.4%	Down from 7.4%	8.5%	8.0%
Older than usual for grade	0.2%	Up from 0.0%	0.4%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=32)				
Teachers with advanced degrees	53.1%	Up from 42.9%	59.3%	60.5%
Continuing contract teachers	81.3%	Up from 74.3%	85.7%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	81.9%	Up from 75.4%	88.5%	87.0%
Teacher attendance rate	94.6%	Up from 93.8%	95.5%	95.4%
Average teacher salary*	$43,835	Up 4.9%	$47,182	$47,288
Professional development days/teacher	19.5 days	Up from 17.7 days	10.1 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	20.8 to 1	Up from 19.1 to 1	19.5 to 1	19.2 to 1
Prime instructional time	93.3%	Up from 89.7%	90.8%	90.8%
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**	$6,245	Up 2.0%	$7,274	$7,548
Percent of expenditures for instruction**	71.8%	Up from 71.5%	67.4%	68.7%
Percent of expenditures for teacher salaries**	65.6%	Down from 67.8%	64.4%	65.1%

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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

Report of Principal and School Improvement Council

Herbert A. Wood Elementary School continued to provide exceptional programs and opportunities to enable all students to experience success throughout the 2009-2010 school year. Because of the success of our small group instruction in our T.E.A.M. Time Room, we have expanded this initiative to include fourth and fifth graders in our T.E.A.M. Time 2 Room. We have continued our educational partnerships with U.S.C., Midlands Tech., and Airport High School. These programs benefit aspiring teachers as well as our students. Our third graders corresponded with their U.S.C. Math Buddies throughout the year to reinforce state math standards. Through our Title I Program, students at Wood Elementary participated in Supplemental Educational Services which included after-school tutoring through various agencies.

Lexington County Fire Services recognized our staff's commitment to safety and our joint efforts with our neighboring school by presenting Wood Elementary with the 2009-2010 Lexington County Safest School Award. Through the efforts of our School Improvement Council, we have established the Gold and Silver Partner Club Awards, recognizing numerous contributions of the local businesses in our community. During the 2009-2010 school year, we focused on closing the achievement gap for a variety of groups represented in our school. Our faculty completed extensive studies of data and implemented research-proven strategies to address gaps in performance by subgroups of students, including students by gender and students of poverty. We implemented a single-gender class for boys in fourth grade, and looped one second grade class to third grade.

Professional development for the 2009-2010 school year included an emphasis on Dr. Robert Marzano's instructional strategies and a book study by Stephen Peters, with a focus to improve student performance by building relationships with our students and with one another. Additionally, several of our teachers were trained on "Habits of the Mind", powerful character traits that address 21st century skills for our global economy and increasingly interdependent world.

We enjoyed the services of our Instructional Facilitator and a Literacy Consultant who helped us meet the needs of our struggling students. In addition, we collaborated on a weekly basis to review the performance of individual students through portable data walls and planned appropriate strategies to improve student performance. We feel that this approach, along with our T.E.A.M. Time Rooms, contributed to the success of our students this year. The other significant contributing factor was the commitment of all of our faculty and staff to improving student performance. Our Wood family freely gives their time to provide learning activities, such as the various activity clubs, including chorus, drama, walking, jogging, quilting, Lego construction, art, and environmental club.

There are many ways that parents became involved in our school. Parents were invited to attend our schoolwide programs, including our Meet and Greet, Open House, Mad Science Presentations, Reading Prize Patrol, Career Day, Awards Ceremonies, Readers' Theater, Math Prize Patrol, Books and Breakfast, Science Fair, Night at the Living Museum, and Kaleidoscope of the Arts. We also offered a parenting program called "Parenting Now" that provided free materials, resources, and strategies relating to the educational needs of our children. We value parental input on our school committees, Title One Planning Committee, School Improvement Council, parent-teacher conferences, and PTO functions. While we are proud of our many accomplishments, we will strive for excellence as we continue on the journey towards our school's mission to "build for the future."

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	29	90	70
Percent satisfied with learning environment	96.6%	84.4%	90.0%
Percent satisfied with social and physical environment	89.7%	85.2%	85.5%
Percent satisfied with school-home relations	65.5%	85.6%	85.7%

* 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

School Adequate Yearly Progress	YES

This school met 21 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	RP-DELAY

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	8.4%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.9%	0.0%	No
Student attendance rate	99.9%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

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

HERBERT A WOOD ELEMENTARY										03/09/11-3202027
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	368	99.5	22	42.8	35.2	87.4	81.6	83.5	Yes	Yes
Gender										
Male	192	99	27.8	42.6	29.5	83.5	76.7	80.1	N/A	N/A
Female	176	100	15.8	43	41.2	91.5	86.5	87	N/A	N/A
Racial/Ethnic Group										
White	191	100	18	41.6	40.4	88.8	89.5	89.6	Yes	Yes
African American	138	100	28.9	46.1	25	85.9	70.9	74.6	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	81.8	92.7	I/S	I/S
Hispanic	32	96.9	17.2	37.9	44.8	86.2	74.7	79.6	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	85.1	I/S	I/S
Disability Status										
Disabled	51	98	55.3	27.7	17	57.4	52.3	51.7	Yes	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	30	93.3	22.2	44.4	33.3	81.5	72.1	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	201	99.5	29.5	44.6	25.9	82.9	75.4	76.9	Yes	Yes
Mathematics - State Performance Objective = 57.8% (Met or Exemplary)										
All Students	368	100	30.5	38.4	31.1	82.1	77.9	80.4	Yes	Yes
Gender										
Male	192	100	29.5	38.6	31.8	81.3	75	78.4	N/A	N/A
Female	176	100	31.5	38.2	30.3	83	80.9	82.5	N/A	N/A
Racial/Ethnic Group										
White	191	100	22.5	35.4	42.1	87.6	86.1	87.8	Yes	Yes
African American	138	100	46.9	39.1	14.1	72.7	65.6	69.3	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	95.5	93.5	I/S	I/S
Hispanic	32	100	13.8	51.7	34.5	86.2	74.1	78.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	83.2	I/S	I/S
Disability Status										
Disabled	51	100	59.6	25.5	14.9	55.3	45.6	46.1	Yes	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	30	100	14.8	55.6	29.6	85.2	73.3	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	201	100	37.3	41.5	21.2	74.6	71.5	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	253	100	38.2	45.9	15.9	61.8	67.5	67.3
Gender								
Male	127	100	36.4	45.8	17.8	63.6	66.6	66.9
Female	126	100	40	46.1	13.9	60	68.4	67.7
Racial/Ethnic Group								
White	133	100	27.4	50.8	21.8	72.6	80	79.6
African American	97	100	56.2	38.2	5.6	43.8	51	49.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	73.1	84.4
Hispanic	20	100	27.8	50	22.2	72.2	55.2	59.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	69.5
Disability Status								
Disabled	37	100	60.6	30.3	9.1	39.4	36.8	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	17	100	33.3	46.7	20	66.7	52.2	58.6
Socio-Economic Status								
Subsidized meals	145	100	46	42.4	11.5	54	58.8	55.4
Social Studies								
All Students	250	100	24.1	46.6	29.3	75.9	72	70.9
Gender								
Male	137	100	24.8	41.6	33.6	75.2	72.2	70.1
Female	113	100	23.4	52.3	24.3	76.6	71.8	71.7
Racial/Ethnic Group								
White	131	100	20.7	41.3	38	79.3	80	79.2
African American	92	100	31	54	14.9	69	61.3	58.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	86.7	86.8
Hispanic	22	100	20	45	35	80	63.1	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	35	100	34.4	46.9	18.8	65.6	47.4	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	22	100	20	55	25	80	61.9	68
Socio-Economic Status								
Subsidized meals	133	100	29.9	52.8	17.3	70.1	64.4	60.8

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	School Attendance Rate	District Attendance Rate
Writing										
All Students	369	100	33.4	38.6	28	66.6	70.5	72.1	99.9	98.6
Gender										
Male	193	100	42.8	36.1	21.1	57.2	62.3	65.2	99.9	98.6
Female	176	100	23.4	41.3	35.3	76.6	78.8	79.2	99.9	98.7
Racial/Ethnic Group										
White	191	100	31.3	35.8	33	68.7	79.1	80.8	99.9	98.4
African American	139	100	39.8	40.6	19.5	60.2	58.9	59.7	99.9	98.8
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	79.5	87	99.9	99.5
Hispanic	32	100	20.7	48.3	31	79.3	62.4	64.6	99.9	99.3
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	73.4	99.9	98.7
Disability Status										
Disabled	47	100	68.9	24.4	6.7	31.1	30.7	27.7	99.9	98.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	27	100	26.9	50	23.1	73.1	58	63.7	99.9	99.4
Socio-Economic Status										
Subsidized meals	204	100	45.4	35.7	18.9	54.6	61.1	61.9	99.9	98.3

Abbreviations for Missing Data

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

HERBERT A WOOD ELEMENTARY 03/09/11-3202027

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	142	100	26	29.1	44.9	74
	4	122	100	38	38	24.1	62
	5	123	100	18.3	46.1	35.7	81.7
	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
2010	3	125	99.2	16.8	35.3	47.9	83.2
	4	135	99.3	25.8	44.4	29.8	74.2
	5	108	100	23.5	50	26.5	76.5
	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
Mathematics							
2009	3	142	100	33.1	34.6	32.3	66.9
	4	122	100	30.6	43.5	25.9	69.4
	5	123	100	25.2	44.3	30.4	74.8
	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	125	100	27.7	38.7	33.6	72.3
	4	135	100	28.2	43.5	28.2	71.8
	5	108	100	36.7	31.6	31.6	63.3
	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
Science							
2009	3	73	100	36.9	44.6	18.5	63.1
	4	122	100	29.6	59.3	11.1	70.4
	5	61	100	35.1	47.4	17.5	64.9
	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
2010	3	63	100	46.7	31.7	21.7	53.3
	4	135	100	29.8	54.8	15.3	70.2
	5	55	100	49	40.8	10.2	51
	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

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

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	69	100	25.8	27.4	46.8	74.2
	4	122	100	30.6	60.2	9.3	69.4
	5	62	100	24.1	46.6	29.3	75.9
	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
2010	3	62	100	20.3	32.2	47.5	79.7
	4	135	100	24.2	53.2	22.6	75.8
	5	53	100	28.6	46.9	24.5	71.4
	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	141	98.6	43.7	32.5	23.8	56.3
	4	122	100	44.5	41.8	13.6	55.5
	5	124	99.2	33.9	39.1	27	66.1
	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	123	100	33.6	35.3	31.1	66.4
	4	137	100	33.1	43.3	23.6	66.9
	5	109	100	33.7	36.6	29.7	66.3
	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

Abbreviations for Missing Data

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