

CONGAREE-WOOD EARLY CHILDHOOD CENTER

739 Pine Ridge Drive
West Columbia, South

Grades	PK-1 Primary School	
Enrollment	603 Students	
Principal	Victoria S. Thompkins	803-755-7474
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	**Excellent**	**Excellent**
2009	Excellent	Excellent
2008	Excellent	Good
2007	Excellent	Excellent
2006	Excellent	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

CONGAREE-WOOD EARLY CHILDHOOD CENTER 03/09/11-3202028

ABSOLUTE RATINGS OF PRIMARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
13	0	0	0	0

* Ratings are calculated with data available by 03/09/2011. Primary Schools with Students like Ours are primary schools with Poverty Indices of no more than 5% above or below the index for this school.

Performance Rating Criteria

Prime instructinal time	91.4%
Student-teacher ratio in core subjects	19.9 to 1
Teachers with advanced degrees	69.4%
Teachers returning from previous year	91.0%
Percent of parents attending conferences	100.0%
Days of professional development devoted exclusively to knowledge and skills working with childern less than eight years old	9.1 days

Types Of Accreditation (More Than One May Apply)

	Not pursuing accreditation
	Conducting a self-study
X	South Carolina Department of Education
X	Southern Association of Colleges and School
	American Montessori Society
	National Association for the Education of Young Children

School Profile

	Our School	Change from Last Year	Primary Schools with Students Like Ours	Median Primary School
Students (n=603)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.9%	Down from 5.3%	2.8%	2.8%
Attendance rate	99.4%	Up from 94.3%	95.3%	95.6%
With disabilities other than speech	2.4%	Down from 3.1%	4.1%	4.0%
Older than usual for grade	0.0%	No Change	0.0%	0.0%
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	69.4%	Down from 71.4%	69.4%	62.2%
Continuing contract teachers	94.4%	Up from 92.9%	94.4%	90.9%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	91.0%	Up from 89.4%	89.1%	89.8%
Teacher attendance rate	93.1%	Down from 93.8%	94.4%	95.1%
Average teacher salary*	$52,327	Up 4.4%	$47,890	$47,006
Professional development days/teacher	10.6 days	Down from 14.1 days	18.8 days	17.1 days
School				
Principal's years at school	6.0	Up from 5.0	5.0	5.0
Student-teacher ratio in core subjects	19.9 to 1	Up from 19.6 to 1	19.0 to 1	19.3 to 1
Prime instructional time	91.4%	Up from 87.4%	90.1%	90.1%
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**	$5,327	Down 24.4%	$7,094	$7,207
Percent of expenditures for instruction**	71.1%	Down from 75.2%	68.5%	68.5%
Percent of expenditures for teacher salaries**	67.7%	Down from 73.4%	65.1%	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

During the 2009-2010 school year, Congaree-Wood Early Childhood Center focused our collective energy on the goals and objectives of the School Renewal Plan. This allowed us to focus on literacy through the Developmental Reading Assessment conducted in K5 and grade 1. Also, we focused on the Dial-3 Assessment used in our pre-kindergarten program in order to develop our children academically, socially, physically, and emotionally.

This year we added two more teachers to our group of National Board Certified teachers. This brings our total to13. Many of our faculty members are pursuing advanced degrees. We also participated in district-wide cohorts on Early-Release Days six times this year. Faculty/staff members were able to sign-up for a topic they wanted to learn more about and participate from 1:30 – 3:30 on specific dates. We continued to work as a Professional Learning Community within our building as we met several times monthly to look at data, develop common assessments, share strategies and concerns, and celebrate successes.

We were able to establish two Read 120 rooms for first graders to support their development as readers and writers. Each of our 11 first grade classes was scheduled for 35 minutes, 4 days a week in a Read 120 Room. During this time they received a whole group mini lesson followed by small group instruction in reading and writing on their appropriate level from 4 trained teachers. As we tracked data each 9 weeks we were able to see the tremendous growth our children made. This experience has a direct impact on their progress toward DRA. We plan to continue to offer this program next year.

In order to offer a learning environment that supports academics, we were able to purchase SMARTBoards. We are proud to be able to say that every classroom in our school (except PE) has SMARTBoard Technology to enhance instruction.

As a school, we participated in several service-learning projects. We collected personal health items to donate to RAPHA Nursing Home. We participated in Jump Rope for Heart through our PE Program collecting $2,636.44. Through our cafeteria we collected canned goods and donated them to the Harvest Hope Food Bank. We continued to collect aluminum can tabs to donate to the Ronald McDonald House Charities which reaches out to support families with critically ill children. We made an effort to become increasingly green in order to raise awareness for the need to recycle as good care-takers of our environment. Through these experiences, we support our children as citizens and promote character in keeping with our motto, “We are the Congaree-Wood Early Childhood Center EAGLETS—Watch Us Soar.”

Victoria S. Thompkins, Principal
Amanda Kaminer, SIC Chair

Evaluations by Teachers

	Teachers
Number of surveys returned	35
Percent satisfied with learning environment	100.0%
Percent satisfied with social and physical environment	100.0%
Percent satisfied with school-home relations	100.0%

No Child Left Behind

School Adequate Yearly Progress	YES

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.

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	0.0%	0.0%	Yes
Student attendance rate	99.4%	94.0%*	Yes

* Or greater than last year

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