



## HERBERT A WOOD ELEMENTARY

737 Pine Ridge Drive  
West Columbia, South

<b>Grades</b>	2-5 Elementary School	
<b>Enrollment</b>	507 Students	
<b>Principal</b>	Victoria S. Thompkins	803-755-7420
<b>Superintendent</b>	Venus J. holland, Ed.D.	803-739-4708
<b>Board Chair</b>	ElizaBeth Dickerson	803-791-6085

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Average</b>	<b>Average</b>
2010	Average	Average
2009	Average	Average
2008	Average	Below Average
2007	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 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://eoc.sc.gov>

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

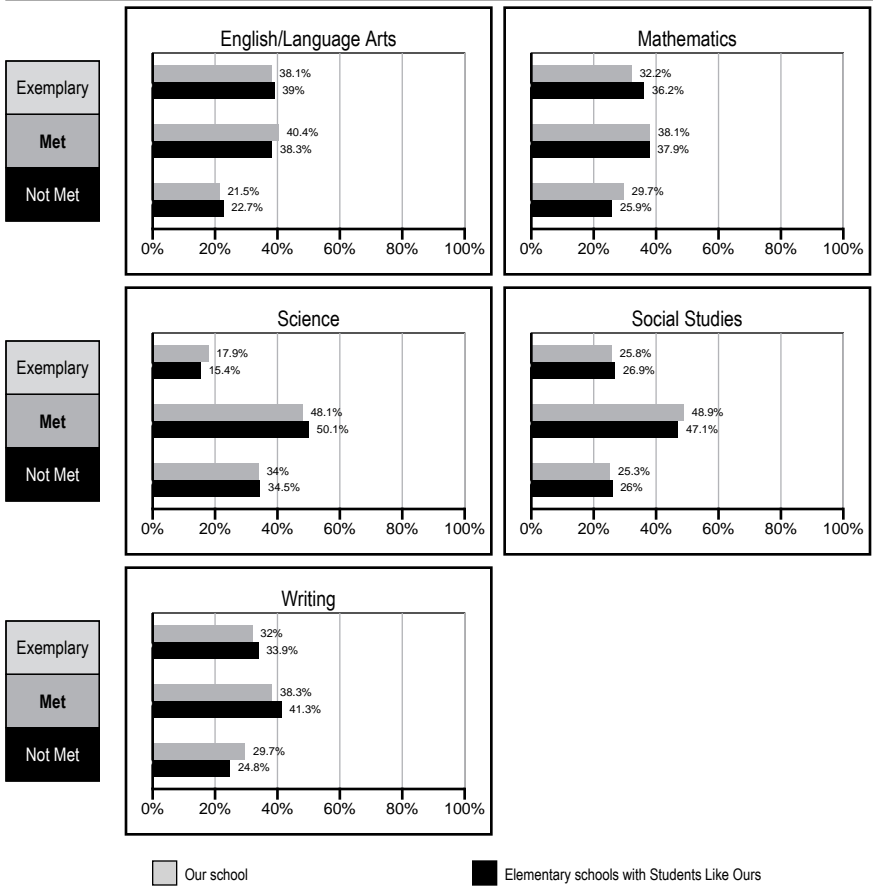
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 97.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
12	32	74	5	0

\* Ratings are calculated with data available by 11/09/2011.

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
<b>Students (n=507)</b>				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	0.2%	No Change	1.2%	1.1%
Attendance rate	99.5%	Down from 99.9%	96.0%	96.2%
Served by gifted and talented program	17.5%	Up from 15.7%	12.8%	13.4%
With disabilities other than speech	4.3%	Down from 6.4%	4.8%	4.1%
Older than usual for grade	0.0%	Down from 0.2%	0.3%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.2%	Up from 0.0%	0.0%	0.0%
<b>Teachers (n=34)</b>				
Teachers with advanced degrees	55.9%	Up from 53.1%	60.7%	62.5%
Continuing contract teachers	88.2%	Up from 81.3%	90.0%	88.2%
Teachers returning from previous year	83.2%	Up from 81.9%	88.2%	87.8%
Teacher attendance rate	93.9%	Down from 94.6%	95.0%	95.2%
Average teacher salary*	\$41,380	Down 5.6%	\$46,767	\$46,773
Professional development days/teacher	13.6 days	Down from 19.5 days	11.2 days	10.5 days
<b>School</b>				
Principal's years at school	1.0	Down from 6.0	4.0	4.0
Student-teacher ratio in core subjects	21.6 to 1	Up from 20.8 to 1	19.6 to 1	19.9 to 1
Prime instructional time	92.9%	Down from 93.3%	90.1%	90.4%
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	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$6,488	Up 3.9%	\$7,420	\$7,447
Percent of expenditures for instruction**	74.0%	Up from 71.8%	67.6%	68.4%
Percent of expenditures for teacher salaries**	68.6%	Up from 65.6%	64.7%	65.8%

\* 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

During the 2010-2011 school year, Herbert A. Wood Elementary focused our collective energy on the goals and objectives of the School Renewal Plan. This allowed us to focus on the Developmental Reading Assessment at grade 2 and the Measures of Academic Progress (MAP) in grades 3-5. We also continued to support literacy in grades 2 & 3 through our TEAM Time One Literacy room with classes attending 3- thirty minute sessions weekly. Our TEAM Time Two room focused on Math and Reading with at-risk learners in grades 4 and 5.

This year, we participated in the Lexington School District Two Math Bowl for the first time. This allowed grade 4 students to compete against one another mathematically to win a spot on the school team. Our team of 8 boys competed in the Preliminary Round and won a spot in the championship round coming in as 1st runner-up. This was a great way to showcase the importance of automaticity with math facts and problem solving skills. We also established a Math Honor Society for students in grades 2-5 called Alpha Pi.

Professional development for the 2010-2011 school year included an emphasis on Differentiated Instruction, Response To Intervention, and Robert Marzano's Similarities and Differences. Our teachers were also offered Staff Development opportunities in Word Study through Fountas and Pinnell and Multiple Intelligences and Learning Styles. We conducted Staff Development in Habits of Mind in the Spring and Summer of 2010. Habits of Mind are 16 habits which allow all of us to behave intelligently when confronted with problems; the answers to which are not immediately known. These were featured at a Parent University, in newsletters, and/or on morning announcements.

Our Student Council sponsored activities for fundraising related to Relay for Life (Breast Cancer Awareness). They established a Hat day, Pajama Day, Pie in the Face, and offered baked goods for sale during lunch. Through these activities, they raised \$1,938.82. On Career Day, they served as guides to lead important visitors sharing their careers with classes. They also collected monies for Ronald McDonald Charities in the amount of \$405.82 and delivered it in person when they visited the Columbia Ronald McDonald House.

There are many ways that parents became involved in our school. Parents could attend our Meet and Greet, Open House, Parent Universities, Career Day, Awards Ceremonies, Grandparent's Breakfast, Science Fair, Winter and Spring Chorus Concerts, and Family Fun Days. 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, PTO functions and our Parent Volunteer Program. 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."

Victoria S. Thompkins, Principal  
Beth Williams, SIC Chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	36	127	130
Percent satisfied with learning environment	94.3%	82.5%	85.2%
Percent satisfied with social and physical environment	97.1%	78.4%	84.6%
Percent satisfied with school-home relations	71.4%	81.1%	82.3%

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

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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

NO

This school met 18 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

R

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	0.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	3.2%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.3%	0.0%	No
Student attendance rate	99.5%	94.0%**	Yes

\* Or greater than last year

Abbreviations for Missing Data

## 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 = 79.4% (Met or Exemplary)

All Students	392	99.7	21.5	40.4	38.1	86.7	79.9	82.4	Yes	Yes
<b>Gender</b>										
Male	192	99.5	28.1	38.3	33.5	80.8	75.4	78.7	N/A	N/A
Female	200	100	15.5	42.2	42.2	92	84.3	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	189	100	16	33.7	50.3	89.1	87.3	88.9	Yes	Yes
African American	158	99.4	28.7	48.5	22.8	84.6	70.7	72.9	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	89.6	93	I/S	I/S
Hispanic	39	100	23.7	42.1	34.2	81.6	73.6	79.3	I/S	I/S
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	85.2	83	I/S	I/S
<b>Disability Status</b>										
Disabled	58	100	67.3	13.5	19.2	51.9	48.1	48.1	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	25	100	16.7	54.2	29.2	83.3	70.2	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	267	100	26.4	45.6	28	82.8	73.9	75.4	Yes	Yes

## Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	392	99.7	29.7	38.1	32.2	81.1	79.2	81.9	Yes	Yes
<b>Gender</b>										
Male	192	99.5	29.9	37.1	32.9	82	76.6	79.9	N/A	N/A
Female	200	100	29.4	39	31.6	80.2	81.7	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	189	100	19.4	37.1	43.4	86.3	88	88.9	Yes	Yes
African American	158	99.4	45.6	39.7	14.7	72.1	67.6	71.4	No	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	91.7	94.6	I/S	I/S
Hispanic	39	100	23.7	39.5	36.8	86.8	73.9	81.1	I/S	I/S
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	85.2	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	58	100	65.4	21.2	13.5	50	47.6	47.3	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	25	100	20.8	41.7	37.5	91.7	72.3	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	267	100	35.6	42.4	22	77.2	73	74.9	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
<b>Science</b>								
All Students	259	99.6	34	48.1	17.9	66	64.9	68.6
<b>Gender</b>								
Male	135	99.3	33.3	44.2	22.5	66.7	64.6	68.3
Female	124	100	34.8	52.2	13	65.2	65.3	68.9
<b>Racial/Ethnic Group</b>								
White	119	100	20.2	53.2	26.6	79.8	78.2	80.7
African American	110	99.1	50	43.8	6.3	50	48	51.4
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	81.8	85.3
Hispanic	26	100	38.5	46.2	15.4	61.5	59.1	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	100	70.8
<b>Disability Status</b>								
Disabled	40	100	62.2	29.7	8.1	37.8	35.3	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
<b>English Proficiency</b>								
Limited English Proficient	17	100	41.2	52.9	5.9	58.8	56	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	180	100	40.4	50.3	9.4	59.6	55.5	57.3
<b>Social Studies</b>								
All Students	262	99.6	25.6	48.7	25.6	74.4	72.5	72.5
<b>Gender</b>								
Male	125	99.2	27.4	46.2	26.4	72.6	70.4	72
Female	137	100	24.2	50.8	25	75.8	74.5	73.1
<b>Racial/Ethnic Group</b>								
White	127	100	21.4	47	31.6	78.6	81.4	81
African American	104	99	31	54	14.9	69	61	60
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	88.2	89
Hispanic	26	100	30.8	38.5	30.8	69.2	63.8	69.6
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	81.8	73.5
<b>Disability Status</b>								
Disabled	39	100	54.5	36.4	9.1	45.5	40.8	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
<b>English Proficiency</b>								
Limited English Proficient	15	100	33.3	40	26.7	66.7	58.2	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	177	100	29.9	54.9	15.2	70.1	64.9	62.9

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
<b>Writing</b>										
All Students	133	100	29.7	38.3	32	70.3	71.1	73.2	99.5	97.3
<b>Gender</b>										
Male	70	100	43.9	30.3	25.8	56.1	65.4	67.2	99.4	97.3
Female	63	100	14.5	46.8	38.7	85.5	76.9	79.4	99.6	97.4
<b>Racial/Ethnic Group</b>										
White	63	100	25.8	38.7	35.5	74.2	80.3	81.5	99.4	97.2
African American	55	100	37.3	31.4	31.4	62.7	58.9	61.3	99.6	97.5
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	87.5	87	99.6	97.5
Hispanic	13	100	23.1	61.5	15.4	76.9	65.7	66.7	99.4	97.4
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	96.9
<b>Disability Status</b>										
Disabled	20	100	N/AV	N/AV	N/AV	21.1	28.2	26	99.4	96.9
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	66.7	65.7	99.6	97.7
<b>Socio-Economic Status</b>										
Subsidized meals	91	100	34.1	42	23.9	65.9	62.9	63.2	99.4	97.1

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
<b>English/Language Arts</b>							
<b>2010</b>	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
<b>2011</b>	3	130	100	17.5	28.1	54.4	82.5
	4	129	99.2	22.1	46.9	31	77.9
	5	133	100	24.4	45.7	29.9	75.6
	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
<b>Mathematics</b>							
<b>2010</b>	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
<b>2011</b>	3	130	100	38.6	25.4	36	61.4
	4	129	99.2	24.8	50.4	24.8	75.2
	5	133	100	26	38.6	35.4	74
	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
<b>Science</b>							
<b>2010</b>	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
<b>2011</b>	3	64	100	35.7	39.3	25	64.3
	4	129	99.2	28.9	58.8	12.3	71.1
	5	66	100	41.5	36.9	21.5	58.5
	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

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
<b>Social Studies</b>							
<b>2010</b>	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
<b>2011</b>	3	66	100	22.4	41.4	36.2	77.6
	4	129	99.2	28.1	54.4	17.5	71.9
	5	67	100	24.2	45.2	30.6	75.8
	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
<b>Writing</b>							
<b>2010</b>	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
<b>2011</b>	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	133	100	29.7	38.3	32	70.3
	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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N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample