



Herbert A. Wood Elementary School

737 Pine Ridge Drive
West Columbia, SC 29172

Grades	2-5 Elementary School	
Enrollment	480 Students	
Principal	Nicole Singletary	803-755-7420
Superintendent	Dr. Venus J. Holland	803-796-4708
Board Chair	Mr. Bill Bingham, Jr.	803-739-8399

THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2013	Average	Average
2012	Average	Average
2011	Average	Average
2010	Average	Average
2009	Average	Average

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://www.eoc.sc.gov>

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

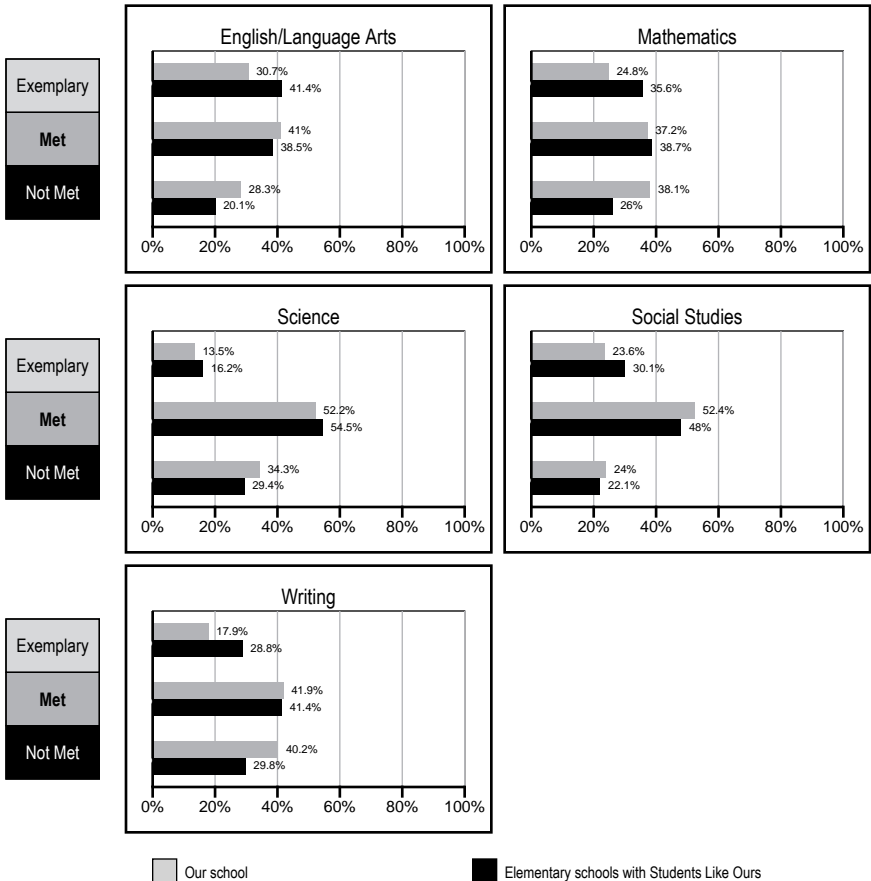
Percent of students tested in 2012-13 whose 2011-12 test scores were located | 97.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
13	43	65	3	1

* Ratings are calculated with data available by 12/14/2013.

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=480)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	0.2%	Down from 0.4%	1.1%	0.9%
Attendance rate	98.5%	Down from 99.8%	96.1%	96.3%
Served by gifted and talented program	13.6%	N/A	7.2%	7.2%
With disabilities	14.2%	N/A	14.1%	12.4%
Older than usual for grade	3.0%	N/A	2.3%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	8.1%	Up from 0.6%	0.0%	0.0%
Teachers (n=32)				
Teachers with advanced degrees	59.4%	Up from 55.9%	61.4%	62.5%
Continuing contract teachers	75.0%	Down from 79.4%	84.4%	83.3%
Teachers returning from previous year	84.2%	Down from 86.0%	89.1%	88.3%
Teacher attendance rate	94.7%	Up from 93.9%	94.7%	95.0%
Average teacher salary*	\$43,438	Down 1.2%	\$48,551	\$48,193
Professional development days/teacher	29.2 days	Up from 13.5 days	11.5 days	11.0 days
School				
Principal's years at school	1.0	Down from 8.0	4.5	4.0
Student-teacher ratio in core subjects	23.5 to 1	Up from 21.4 to 1	20.0 to 1	20.1 to 1
Prime instructional time	92.6%	Down from 93.1%	89.6%	90.0%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 97.1%	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil**	\$6,052	Up 1.5%	\$7,473	\$7,364
Percent of expenditures for instruction**	73.0%	Up from 72.1%	67.0%	68.0%
Percent of expenditures for teacher salaries**	72.0%	Up from 70.1%	65.0%	66.0%

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

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

During the 2012-2013 school year, Herbert A. Wood Elementary School satisfied the requirements established by AdvancEd and supported Lexington School District Two in achieving full accreditation. Our school sets high academic expectations for all students. We pride ourselves on delivering rigorous instruction for students in every grade level. We have maintained report card ratings of Average-Average over the past three years and will continue to challenge our students academically to improve our report card ratings.

We are in the initial stages of our partnership with United Way's Midlands Reading Consortium. This partnership allows volunteers (including local high school students) to come in and tutor or mentor identified students. Additionally, teacher cadets from our two district high schools work with our students in the classroom. It is our goal to continue these types of partnerships as we have received positive feedback from the volunteers as well as the classroom teachers. Through this partnership, along with the South Carolina Department of Education, each student in grades 2-5, received eight books to begin their home library. The goal of the program is to encourage literacy development and decrease summer learning loss or regression.

As part of our RTI program, we secured two literacy interventionists who worked with small groups of struggling readers. A data analysis of this program indicates that second grade students served in our RTI program gained an average of 8 points on the Developmental Reading Assessment (DRA), and gained an average of 14 RIT points on the Measures of Academic Progress (MAP) by the end of second grade. Our third graders that were served in RTI gained an average of 5 RIT points on the MAP assessment by the end of third grade. We have redesigned the curriculum for our Science Lab to maximize the focus on Inquiry Skills. We have provided our faculty/staff with many professional development opportunities to help prepare for CCSS. We will continue to seek growth as we use data-driven instruction to move our students.

We are continuing to implement Habits Of Mind through our morning announcements and curriculum integration. Our character education program is aligned with the 16 Habits of Mind in effort to promote social and emotional growth for all students.

As a school, we participated in Jump Rope for the Heart through our PE program collecting over \$1000.00. Additionally, we took part in Relay for Life (Breast Cancer Awareness), and sponsored a walk supporting the Juvenile Diabetes Research Foundation where students raised over \$1,200. Wood's student council raised money and collected materials for a local pet shelter, Pets Inc. Our Community Outreach Projects allowed the faculty and staff to meet our families in the neighborhoods in which they live. Our Prize Patrol Party Bus took games, treats, books and flashcards to our students.

Through these experiences, we support our children as learners and promote character development that will enable them to become productive citizens in our community.

Julia Jones, SIC Chairperson

Nicole Singletary, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	35	112	92
Percent satisfied with learning environment	94.2%	83.9%	81.5%
Percent satisfied with social and physical environment	97.1%	89.3%	84.9%
Percent satisfied with school-home relations	74.3%	87.4%	86%

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

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ESEA/Federal Accountability Rating System

In July 2013, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

Overall Weighted Points Total	66.2
Overall Grade Conversion	D

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Herbert A. Wood Elementary School school has been designated as a:

- Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- Title I Priority School – one of the 5% lowest performing Title I schools.
- Title I School – does not qualify as Reward, Focus or Priority School.
- Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	2.3%
Classes in high poverty schools not taught by highly qualified teachers	2.9%	4.9%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.1%	0.0%	No
Student attendance rate	98.5%	94.0%*	Yes

* Or greater than last year

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Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 3-5						
All Students	648.8	633.5	617.1	631.2	99.5	99.5
Male	646.4	638.1	621.4	635.9	98.8	98.8
Female	651.0	629.5	612.9	626.9	100.0	100.0
White	660.3	648.2	632.5	641.4	99.4	99.4
African American	633.8	614.9	598.0	621.0	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	654.9	640.0	618.7	632.2	100.0	100.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	611.7	594.7	585.7	602.9	100.0	100.0
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	639.4	623.1	605.2	625.0	100.0	100.0
Annual Measurable Objective (AMO)	635.0	635.0	635.0	635.0	95.0	95.0

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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							
2012	3	132	100	20.5	25.4	54.1	79.5
	4	123	100	26.3	34.2	39.5	73.7
	5	118	100	24.1	48.2	27.7	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
2013	3	118	100	31.5	36.1	32.4	68.5
	4	128	98.4	25	44.2	30.8	75
	5	119	100	28.8	42.3	28.8	71.2
	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
Mathematics							
2012	3	132	100	41	28.7	30.3	59
	4	123	100	21.1	45.6	33.3	78.9
	5	118	100	31.3	49.1	19.6	68.8
	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
2013	3	118	100	53.7	30.6	15.7	46.3
	4	128	98.4	30	42.5	27.5	70
	5	119	100	31.5	37.8	30.6	68.5
	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
Science							
2012	3	65	98.5	44.8	46.6	8.6	55.2
	4	123	100	36.8	54.4	8.8	63.2
	5	60	100	35.1	45.6	19.3	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
2013	3	59	100	45.5	49.1	5.5	54.5
	4	128	98.4	30.8	54.2	15	69.2
	5	60	100	30.9	50.9	18.2	69.1
	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

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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							
2012	3	67	100	37.5	35.9	26.6	62.5
	4	123	100	23.7	55.3	21.1	76.3
	5	58	100	38.2	38.2	23.6	61.8
	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
2013	3	59	100	32.1	54.7	13.2	67.9
	4	128	98.4	15	58.3	26.7	85
	5	59	100	35.7	37.5	26.8	64.3
	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
Writing							
2012	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	121	99.2	36	42.1	21.9	64
	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
2013	3	117	100	48.1	38	13.9	51.9
	4	129	100	38.8	47.9	13.2	61.2
	5	118	100	33.9	39.3	26.8	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

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