


## Congaree-Wood Early Childhood Center

739 Pine Ridge Drive  
West Columbia, SC 29172

<b>Grades</b>	PK-1 Primary School	
<b>Enrollment</b>	688 Students	
<b>Principal</b>	Nicole Singletary	803-755-7474
<b>Superintendent</b>	Dr. Venus J. Holland	803-796-4708
<b>Board Chair</b>	Mr. Bill Bingham, Jr.	803-796-1275



# THE STATE OF SOUTH CAROLINA 2014 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2014	Excellent	Good
2013	Excellent	Good
2012	Excellent	Good
2011	Excellent	Excellent
2010	Excellent	Excellent

## 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>

**ABSOLUTE RATINGS OF PRIMARY SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
9	2	0	0	0

\* Ratings are calculated with data available by 04/02/2015. 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 instructional time	92.4%
Student-teacher ratio in core subjects	9.7 to 1
Teachers with advanced degrees	61.5%
Teachers returning from previous year	88.5%
Percent of parents attending conferences	100.0%
Days of professional development devoted exclusively to knowledge and skills working with children less than eight years old	11.9 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 Schools
	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
<b>Students (n = 688)</b>				
1st graders who attended full-day kindergarten	108.2%	Up from 100.0%	99.2%	100.0%
Retention rate	2.9%	Up from 2.3%	1.9%	2.3%
Attendance rate	97.4%	Up from 95.9%	95.7%	95.7%
With disabilities	9.6%	Down from 10.1%	11.4%	10.5%
Older than usual for grade	0.9%	No change	0.7%	1.0%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.8%	0.0%	0.0%
<b>Teachers (n = 39)</b>				
Teachers with advanced degrees	61.5%	Down from 69.4%	64.0%	61.2%
Continuing contract teachers	66.7%	Down from 91.7%	82.1%	80.0%
Teachers returning from previous year	88.5%	Down from 91.8%	89.3%	89.7%
Teacher attendance rate	95.8%	Up from 93.3%	94.7%	95.1%
Average teacher salary*	\$49,059	Down 3.1%	\$47,079	\$46,810
Professional development days/teacher	13.8 days	Down from 18.4 days	15.1 days	13.8 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	6.0	4.0
Student-teacher ratio in core subjects	9.7 to 1	Down from 10.5 to 1	21.8 to 1	21.2 to 1
Prime instructional time	92.4%	Up from 88.1%	89.5%	89.8%
Opportunities in the arts	Good	Up from Fair	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**	\$7,057	Up 0.5%	\$7,055	\$7,021
Percent of expenditures for instruction**	67.9%	Down from 70.0%	67.3%	67.2%
Percent expenditures for teacher salaries**	66.7%	Down from 67.0%	66.6%	66.6%

\* 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**

Dear Parents/Guardians and Supporters of Congaree-Wood Early Childhood Center,

Congaree-Wood Early Childhood Center is a public primary school that has acquired accreditation through AdvancED. Being identified as an early childhood center has not stifled our high academic expectations. We pride ourselves on delivering rigorous instruction for our students under the age of eight years old. Teachers prepare lessons that are relevant in order to make connections with our students. Through purposeful instruction, we have maintained report card ratings of Excellent-Excellent (2009 – 2011) and Excellent-Good (2012-2013).

☐

We are in our second year partnering with United Way’s Midlands Reading Consortium. This partnership allows volunteers to come in and tutor or mentor identified students. 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 preK - 1st (including special education) received 8 books to add to their home libraries in order to encourage literacy development.

☐

Student data indicates that our students are indeed making academic gains. As part of our RTI program, we employed two literacy interventionists who worked with small groups of struggling readers. A data analysis of this program indicates that 68.9% of our first grade students met the end of year target for reading. We have incorporated a Data Teams process in effort to implement instructional strategies proven to positively impact student learning and increase the number of students meeting the target.

☐

In 2012-13, 99.1% of our 4K child development students demonstrated growth on the DIAL-3 assessment with an average growth rate of 68 percentage points. This assessment is used to identify young children at-risk or with delays in one or more of the following developmental areas: cognitive, basic concepts, language, motor, self-help, and social/emotional. Kindergarten students continue to make gradual increases in performance on the Developmental Reading Assessment (DRA). Based on the results of this assessment, teachers are able to differentiate instruction to meet the changing needs of their students.

☐

As a school we participated in several service learning projects. We collected personal health items to donate to Rapha Residential Nursing Home. Additionally, we participated in Jump Rope for Heart through our PE program collecting over \$6000.00. Our recycling team collects chip bags, juice pouches, cans, paper, and cardboard to assist with keeping our school green. Our “green team” continues to raise awareness for the need to recycle as good caretakers of our environment.

☐

Congaree-Wood Early Childhood Center provides a great foundation for the early learner. It is our belief that developing the social, emotional, and academic growth of all students will contribute to a society of life-long learners.

☐

Jennifer Lindler, SIC Chair  
Nicole Singletary, Principal

**Evaluations by Teachers**

	<b>Teachers</b>
Number of surveys returned	34
Percent satisfied with learning environment	97.0%
Percent satisfied with social and physical environment	100.0%
Percent satisfied with school-home relations	78.8%

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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.

<b>Overall Weighted Points Total</b>	<b>80.7</b>
<b>Overall Grade Conversion</b>	<b>B</b>

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 states' expectations.

**Accountability Indicator for Title I Schools**

Congaree-Wood Early Childhood Center 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.
X	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	N/A	3.7%
Classes in high poverty schools not taught by highly qualified teachers	3.9%	7.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	3.7%	0.0%	No
Student attendance rate	97.4%	94.0%*	Yes

	State
Professional qualifications of all elementary and secondary teachers in the State (Advanced Degrees)	61.9%
Percentage of all elementary and secondary teachers in the State with emergency or provisional credentials	0.0%

\*Or greater than last year

Abbreviations for Missing Data

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SC PASS Performance By Group - ESEA/Federal Accountability

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean *	ELA % Tested	Math % Tested	Science % Tested
<b>Grade 3 **</b>							
All Students	643.4	619.2	608.7	627.0	100.0	100.0	100.0
Male	634.2	620.5	609.6	622.6	100.0	100.0	100.0
Female	652.5	618.0	608.0	632.6	100.0	100.0	100.0
White	650.6	628.6	624.7	629.3	100.0	100.0	100.0
African American	632.1	598.9	N/A	N/A	100.0	100.0	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A
With disabilities	N/A	N/A	N/A	N/A	100.0	100.0	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized Meals	631.0	607.4	594.6	620.8	100.0	100.0	100.0
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Annual Measurable Objective (AMO)	640.0	640.0	640.0	640.0	95.0	95.0	95.0

\* Social Studies used as "Other Academic Indicator" for elementary and middle schools.

\*\* Test results of students previously enrolled at this primary school.

**Performance by Group - ESEA/Federal Accountability (District)**

Subgroups	ELA Mean	Math Mean	Science Mean	Soc Studies*/ History Mean	ELA % Tested	Math % Tested	Science % Tested	Graduation Rate
<b>Grades 3 - 5</b>								
All Students	635.0	629.8	617.8	633.6	99.8	99.9	99.9	N/A
Male	630.5	632.4	619.4	635.7	99.7	100.0	100.0	N/A
Female	639.5	627.0	616.3	631.4	99.9	99.9	99.8	N/A
White	648.5	645.3	632.5	643.0	99.8	100.0	100.0	N/A
African American	619.1	607.7	597.8	618.5	99.7	99.9	99.8	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	625.4	625.5	613.2	635.4	100.0	100.0	100.0	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
With disabilities	614.8	613.5	606.6	622.6	98.8	100.0	100.0	N/A
Limited English Proficient	623.3	625.7	610.9	634.2	100.0	100.0	100.0	N/A
Subsidized Meals	623.0	615.9	604.9	623.7	99.8	99.9	99.9	N/A
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Annual Measurable Objective (AMO)	640.0	640.0	640.0	640.0	95.0	95.0	95.0	N/A
<b>Grades 6 - 8</b>								
All Students	628.1	629.9	635.6	650.3	99.7	99.6	99.0	N/A
Male	622.8	629.8	638.9	653.8	99.7	99.7	99.1	N/A
Female	633.7	630.0	632.4	646.7	99.8	99.6	98.9	N/A
White	643.2	643.2	652.5	663.2	99.8	99.7	98.9	N/A
African American	608.6	610.5	611.7	632.3	99.6	99.6	99.0	N/A
Asian/Pacific Islander	647.6	674.2	N/A	N/A	100.0	100.0	N/A	N/A
Hispanic	620.5	624.8	632.2	642.1	100.0	99.5	99.3	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
With disabilities	573.5	580.6	582.7	597.5	99.7	99.1	98.7	N/A
Limited English Proficient	616.6	624.2	629.6	636.4	100.0	99.4	100.0	N/A
Subsidized Meals	614.0	616.7	619.8	637.5	99.8	99.8	99.0	N/A
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Annual Measurable Objective (AMO)	632.0	632.0	632.0	632.0	95.0	95.0	95.0	N/A
<b>Grades 9 - 12</b>								
All Students	226.1	220.5	80.1	73.7	98.0	97.8	100.0	75.3
Male	222.4	219.0	79.6	74.9	99.7	99.7	100.0	69.6
Female	230.4	222.2	80.7	72.8	96.0	95.7	100.0	81.5
White	234.4	231.0	84.5	76.9	98.3	97.9	100.0	78.2
African American	216.9	208.1	75.0	69.2	97.4	97.4	100.0	70.6
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	100.0	91.7
Hispanic	219.7	215.3	77.6	69.2	97.9	97.9	100.0	73.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	100.0	N/A
With disabilities	209.0	205.3	70.3	65.8	93.3	93.3	100.0	41.4
Limited English Proficient	211.4	208.9	72.9	N/A	97.1	97.1	100.0	65.6
Subsidized Meals	219.9	213.3	77.0	71.4	98.0	98.0	100.0	67.4
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	100.0	N/A
Annual Measurable Objective (AMO)	229.0	226.0	78.0	75.0	95.0	95.0	95.0	75.1

\* Social Studies used as "Other Academic Indicator" for elementary and middle schools.

Abbreviations for Missing Data

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

## Performance by Group - ESEA/Federal Accountability (State)

Subgroups	ELA Mean	Math Mean	Science Mean	Soc Studies*/ History Mean	ELA % Tested	Math % Tested	Science % Tested	Graduation Rate
<b>Grades 3 - 5</b>								
All Students	643.8	644.3	626.4	645.0	99.7	99.8	99.8	N/A
Male	638.9	643.9	627.0	646.5	99.7	99.8	99.8	N/A
Female	649.0	644.6	625.8	643.4	99.8	99.9	99.8	N/A
White	659.5	662.7	644.4	659.5	99.8	99.9	99.8	N/A
African American	622.3	617.3	601.2	624.1	99.7	99.8	99.7	N/A
Asian/Pacific Islander	669.9	686.6	655.9	673.4	99.9	100.0	99.8	N/A
Hispanic	631.7	634.6	614.5	636.5	99.7	99.9	99.9	N/A
American Indian/Alaskan	642.1	640.4	627.1	641.8	99.7	99.9	99.5	N/A
With disabilities	599.3	596.5	587.6	609.2	98.9	99.5	99.5	N/A
Limited English Proficient	631.2	638.6	615.0	638.1	99.7	99.9	99.9	N/A
Subsidized Meals	627.7	625.2	609.4	628.7	99.7	99.8	99.7	N/A
Migrant	608.2	615.1	590.4	623.4	100.0	100.0	100.0	N/A
Annual Measurable Objective (AMO)	640.0	640.0	640.0	640.0	95.0	95.0	95.0	N/A
<b>Grades 6 - 8</b>								
All Students	627.8	632.2	634.7	637.4	99.7	99.7	99.7	N/A
Male	620.6	630.1	634.4	639.8	99.7	99.7	99.6	N/A
Female	635.4	634.3	635.0	634.9	99.8	99.8	99.7	N/A
White	644.3	647.7	652.3	652.3	99.8	99.8	99.7	N/A
African American	604.3	608.5	608.9	615.2	99.7	99.7	99.6	N/A
Asian/Pacific Islander	658.5	680.2	673.0	677.3	99.9	99.9	99.9	N/A
Hispanic	617.3	625.4	625.0	630.5	99.7	99.7	99.7	N/A
American Indian/Alaskan	629.4	631.2	637.2	638.3	99.9	99.8	99.7	N/A
With disabilities	574.5	584.3	584.9	592.8	99.4	99.4	99.2	N/A
Limited English Proficient	612.5	625.8	622.5	629.8	99.6	99.7	99.8	N/A
Subsidized Meals	610.0	614.6	616.3	619.9	99.7	99.7	99.6	N/A
Migrant	586.4	606.8	600.8	607.7	98.2	98.2	100.0	N/A
Annual Measurable Objective (AMO)	632.0	632.0	632.0	632.0	95.0	95.0	95.0	N/A
<b>Grades 9 - 12</b>								
All Students	229.3	222.6	81.8	74.9	98.7	98.7	100.0	80.0
Male	225.6	222.4	81.8	75.9	98.3	98.3	100.0	75.7
Female	233.2	222.9	81.9	74.0	99.2	99.1	100.0	84.5
White	235.9	230.8	86.1	78.1	99.0	98.9	100.0	82.8
African American	219.6	209.6	75.2	69.9	98.3	98.3	100.0	76.0
Asian/Pacific Islander	240.2	245.8	89.4	80.3	99.3	99.3	100.0	88.0
Hispanic	225.1	219.4	79.5	73.5	98.9	99.0	100.0	76.9
American Indian/Alaskan	228.8	220.3	81.9	77.2	98.9	99.3	100.0	74.3
With disabilities	204.3	196.5	68.4	66.2	96.6	96.5	100.0	43.2
Limited English Proficient	218.0	214.7	76.6	71.3	99.3	99.3	100.0	73.4
Subsidized Meals	221.1	212.6	76.8	70.8	98.3	98.2	100.0	72.5
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	100.0	61.5
Annual Measurable Objective (AMO)	229.0	226.0	78.0	75.0	95.0	95.0	95.0	75.1

\* Social Studies used as "Other Academic Indicator" for elementary and middle schools.

### Abbreviations for Missing Data

N/A-Not Applicable

N/AV-Not Available

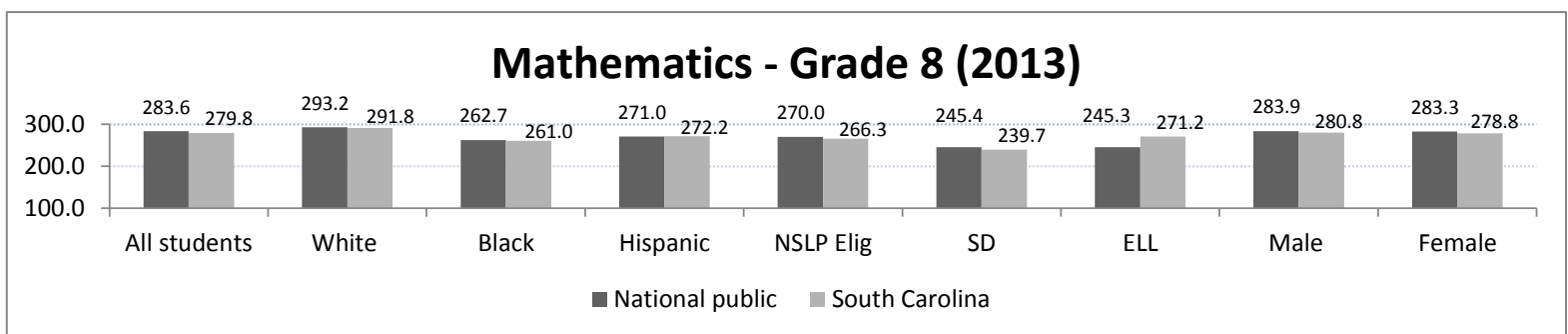
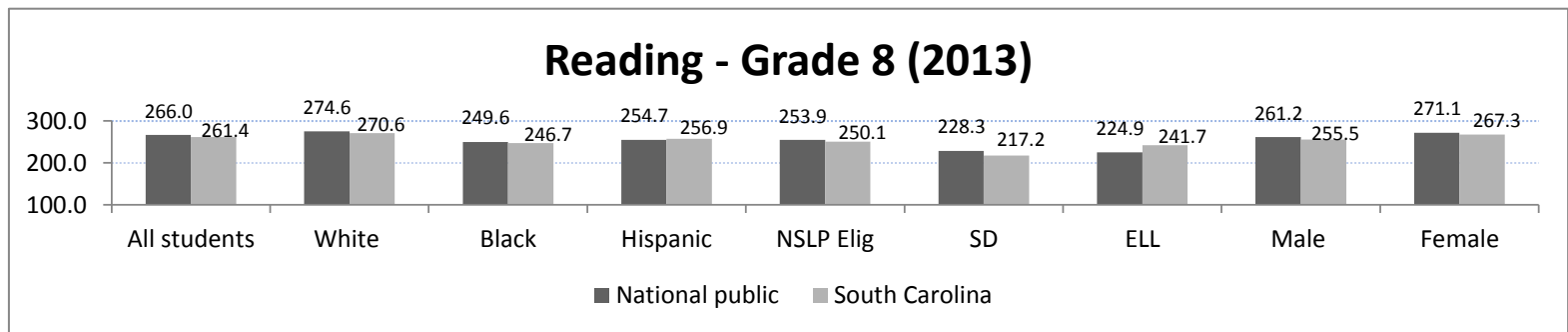
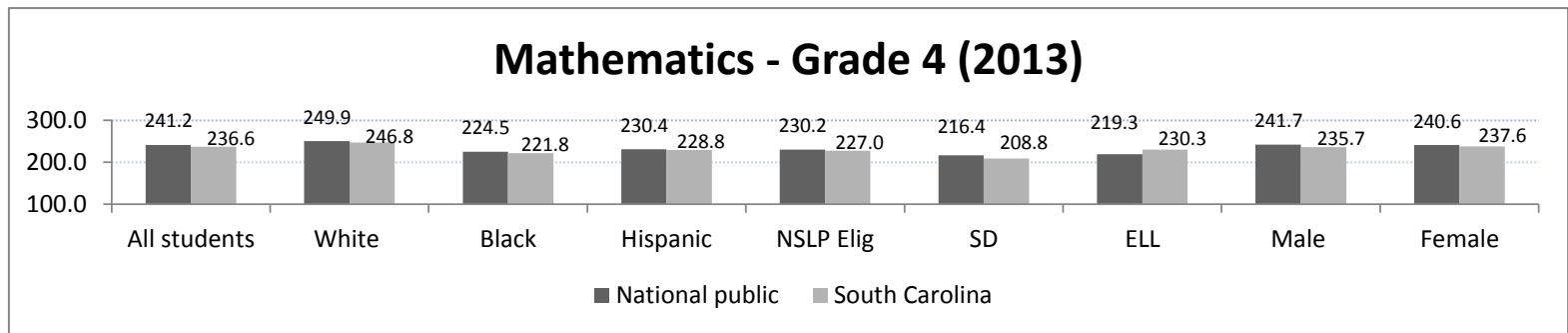
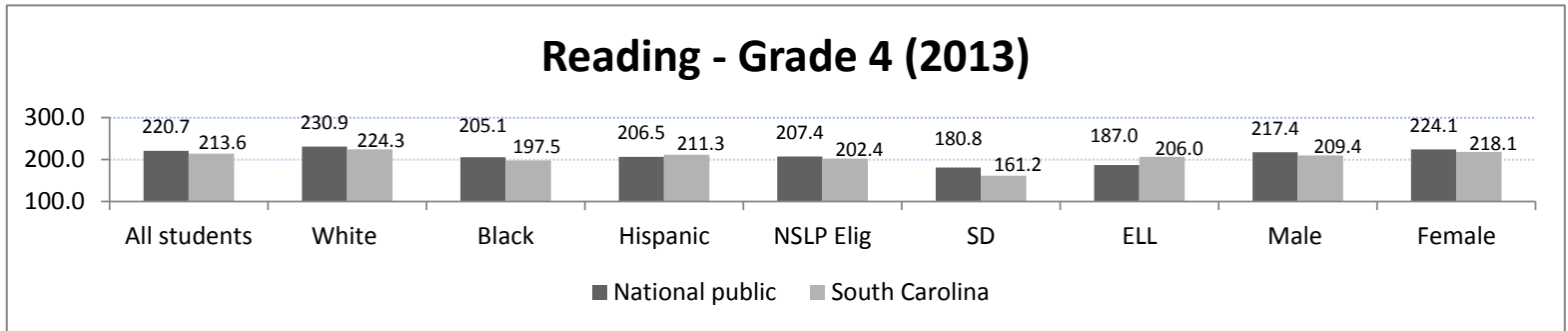
N/C-Not Collected

N/R-Not Reported

I/S-Insufficient Sample

# NAEP\* Average Scale Scores - ESEA/Federal Accountability

\*Performance reported for SC and nation, data not available at school level.



#### Key

NSLP	National school lunch program
SD	Student with disabilities
ELL	English language learner

	SD Participation Rate	ELL Participation Rate
Reading, Grade 4	89.0%	96.0%
Reading, Grade 8	85.0%	96.0%
Mathematics, Grade 4	93.0%	99.0%
Mathematics, Grade 8	90.0%	95.0%

	Our School
Number of recently arrived ELL students exempted from ELA in state assessments	N/A

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