



Herbert A Wood Elementary

737 Pine Ridge Drive
West Columbia, South

Grades	2-5 Elementary School	
Enrollment	501 Students	
Principal	Vicki J. Trauffer, Ph.D.	803-755-7420
Superintendent	Venus J. Holland, Ed. D.	803-739-8399
Board Chair	Rick Shull	803-796-9172

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Average
2008	Average	Below Average
2007	Average	Good
2006	Average	Good
2005	Average	Below 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 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.

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

Percent of students tested in 2008-09 whose 2007-08 test scores were located

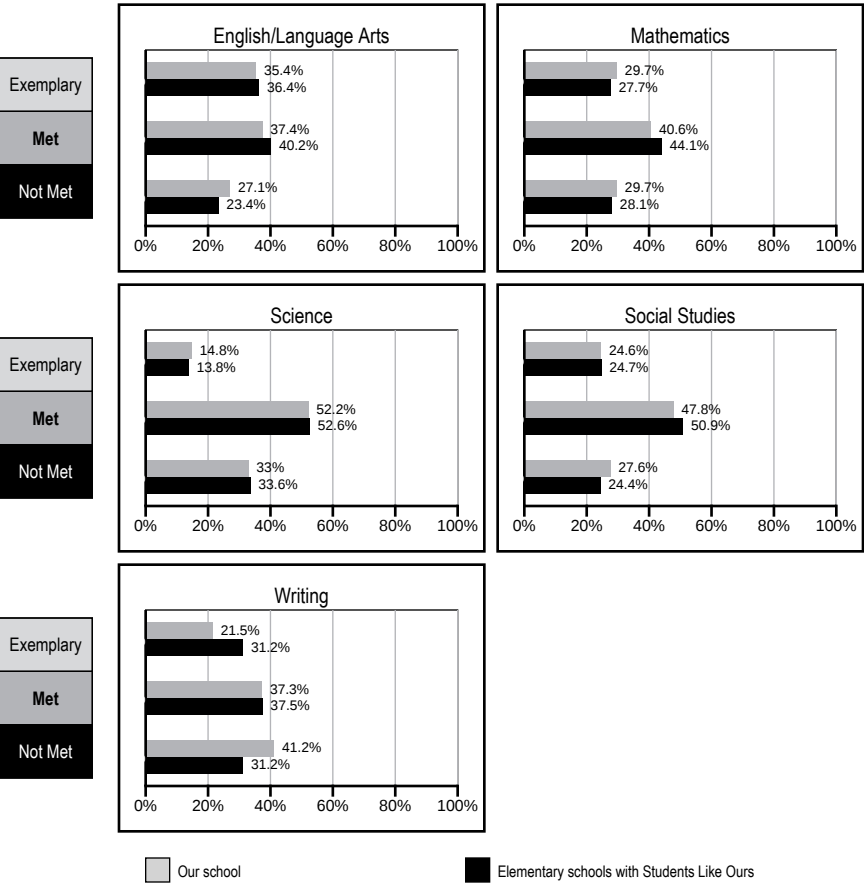
96%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	24	83	5	0

* Ratings are calculated with data available by 06/01/2010.

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=501)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	1.0%	Down from 1.4%	2.1%	1.9%
Attendance rate	96.5%	Up from 96.4%	96.2%	96.3%
Eligible for gifted and talented	15.0%	Down from 15.8%	9.9%	10.0%
With disabilities other than speech	7.4%	Up from 6.1%	9.4%	7.7%
Older than usual for grade	0.0%	Down from 0.4%	0.5%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.2%	0.0%	0.0%
Teachers (n=35)				
Teachers with advanced degrees	42.9%	Down from 54.3%	59.4%	59.4%
Continuing contract teachers	74.3%	No Change	83.3%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	75.4%	No Change	87.8%	85.9%
Teacher attendance rate	93.8%	Down from 95.8%	95.1%	95.1%
Average teacher salary*	\$41,769	Up 1.1%	\$47,487	\$47,149
Professional development days/teacher	17.7 days	Down from 18.0 days	11.6 days	11.1 days
School				
Principal's years at school	5.0	Up from 4.0	4.5	4.0
Student-teacher ratio in core subjects	19.1 to 1	Down from 20.2 to 1	19.0 to 1	18.8 to 1
Prime instructional time	89.7%	Down from 91.1%	90.2%	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	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,120	Down 0.3%	\$7,373	\$7,458
Percent of expenditures for instruction**	71.5%	Down from 73.3%	68.2%	68.8%
Percent of expenditures for teacher salaries**	67.8%	Down from 68.5%	61.7%	63.2%

* 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

Herbert A. Wood Elementary School continued to provide exceptional programs and opportunities to enable all students to experience success throughout the 2008-2009 school year. Some of these programs include: the Student Assistance Team process, differentiated instruction with small groups of children for reading through our T.E.A.M. Time room, reading incentive programs including the "I Love to Read" Program, interactive boards in all classrooms, tutoring before school through the computer lab, planned field trips in partnership with author Caroline Bennett's "Charley's Checklist", afterschool tutoring, a schoolwide emphasis on college, and the Compass Learning software program. We also used the Empowering Writers curriculum to help our students become proficient writers. Our fourth grade students participated in our first annual "Night at the Living Museum" to showcase famous Americans and their contributions to history.

Our professional development included school site presentations by several prominent educational speakers, training for a new software program called "Study Island", a schoolwide book study by Dr. Ruby Payne, attendance at the national conference "Failure is Not an Option", and weekly collaborative planning with Dr. Polly LaRosa, state educational consultant.

Through our Title I Program, students at Wood Elementary participated in Supplemental Educational Services which included afterschool tutoring through various agencies. Professional development provided by the district for the 2008-2009 school year included a book study by Dr. Robert Marzano and a focus on differentiated instruction to meet students' diverse needs.

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.

Tiffani O'Neal, School Improvement Council Chair
Vicki J. Traufler, Ph.D., Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	28	115	81
Percent satisfied with learning environment	85.7%	76.3%	86.3%
Percent satisfied with social and physical environment	92.9%	69.9%	78.5%
Percent satisfied with school-home relations	85.2%	78.9%	84.0%

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

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No Child Left Behind

School Adequate Yearly Progress	NO
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This school met 19 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
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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	0.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.5%	94.0%*	Yes

* Or greater than last year

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 = 58.8% (Met or Exemplary)

All Students	387	100	27.1	37.4	35.4	84.6	82.1	82.8	Yes	Yes
Gender										
Male	197	100	34.4	35.6	30	78.3	77.5	79.3	N/A	N/A
Female	190	100	19.4	39.4	41.2	91.2	86.7	86.5	N/A	N/A
Racial/Ethnic Group										
White	214	100	20.7	37.4	41.9	87.4	89	89.5	Yes	Yes
African American	140	100	40.3	37.1	22.6	79	72.4	73.7	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	93.9	92.3	I/S	I/S
Hispanic	30	100	16	40	44	88	72.7	76.5	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	82.5	I/S	I/S
Disability Status										
Disabled	54	100	64.7	21.6	13.7	51	49.7	52	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	28	100	17.4	39.1	43.5	87	69.5	75.1	I/S	I/S
Socio-Economic Status										
Subsidized meals	243	100	35.5	41.1	23.4	78.5	74.7	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	387	100	29.7	40.6	29.7	78.3	79	78.9	Yes	Yes
Gender										
Male	197	100	28.3	42.2	29.4	79.4	76.5	77	N/A	N/A
Female	190	100	31.2	38.8	30	77.1	81.4	80.9	N/A	N/A
Racial/Ethnic Group										
White	214	100	21.2	40.9	37.9	84.3	86.8	87.2	Yes	Yes
African American	140	100	47.6	36.3	16.1	65.3	66.4	66.7	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	97	93	I/S	I/S
Hispanic	30	100	8	60	32	92	75.3	76	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	79.5	I/S	I/S
Disability Status										
Disabled	54	100	64.7	17.6	17.6	45.1	44.7	45.5	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	28	100	8.7	60.9	30.4	91.3	72.4	76.1	I/S	I/S
Socio-Economic Status										
Subsidized meals	243	100	35.5	44.9	19.6	72.4	71.3	70.2	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

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	256	100	33	52.2	14.8	67	68	67.5
Gender								
Male	130	100	37.3	50.8	11.9	62.7	66.4	67
Female	126	100	28.6	53.6	17.9	71.4	69.7	68
Racial/Ethnic Group								
White	146	100	25.2	58.5	16.3	74.8	79.7	79.5
African American	89	100	49.4	37.7	13	50.6	49.8	50.3
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	75	84.3
Hispanic	19	100	25	68.8	6.3	75	59.3	60.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status								
Disabled	35	100	69.7	24.2	6.1	30.3	37.1	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	18	100	26.7	66.7	6.7	73.3	55.8	59.6
Socio-Economic Status								
Subsided meals	162	100	43.4	51	5.6	56.6	56.3	55.1

Social Studies

All Students	253	100	27.6	47.8	24.6	72.4	73.2	72.3
Gender								
Male	128	100	31.9	37.9	30.2	68.1	70.7	71.5
Female	125	100	23.2	58	18.8	76.8	75.7	73.2
Racial/Ethnic Group								
White	136	100	23.6	47.2	29.1	76.4	80.5	80.7
African American	93	100	36.6	48.8	14.6	63.4	61.6	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	84.2	88.5
Hispanic	22	100	11.8	47.1	41.2	88.2	69.6	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	72.2
Disability Status								
Disabled	36	100	70.6	14.7	14.7	29.4	41.2	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	20	100	13.3	46.7	40	86.7	67.9	67.9
Socio-Economic Status								
Subsided meals	161	100	33.8	47.5	18.7	66.2	65.2	62.1

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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	387	99.2	40.7	37.6	21.7	59.3	68.3	70.2	96.5	95.8
Gender										
Male	197	99	54.4	33.3	12.2	45.6	59.9	63.2	96.6	95.8
Female	190	99.5	26.3	42.1	31.6	73.7	76.8	77.5	96.5	95.9
Racial/Ethnic Group										
White	215	100	37.8	34.8	27.4	62.2	76.1	79.1	96.2	95.6
African American	139	97.8	52.5	36.1	11.5	47.5	56.1	57.6	96.8	96
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	90.9	86.2	98.6	96.5
Hispanic	30	100	12	64	24	88	62.8	62.6	97.2	96.1
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	68.7	97.8	95.6
Disability Status										
Disabled	50	96	72.9	22.9	4.2	27.1	23	26.1	96.4	95.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	97.2
English Proficiency										
Limited English Proficient	28	100	13	60.9	26.1	87	59.2	61.2	97.2	96.2
Socio-Economic Status										
Subsidized meals	245	98.8	49.5	37.9	12.6	50.5	58.8	58.9	96.1	95.4

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
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
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
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
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
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

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