



## Oakwood-Windsor Elementary

3773 Charleston Highway  
Aiken, SC 29801

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	505 Students	
<b>Principal</b>	Janice Kitchings	803-641-2560
<b>Superintendent</b>	Dr. Elizabeth Everitt	803-641-2428
<b>Board Chair</b>	Dr. Christine Sanders	803-663-1703

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Average</b>	<b>Below Average</b>
2007	Average	At-Risk
2006	Average	Below Average
2005	Good	Good
2004	Good	Below Average

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

**Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating**

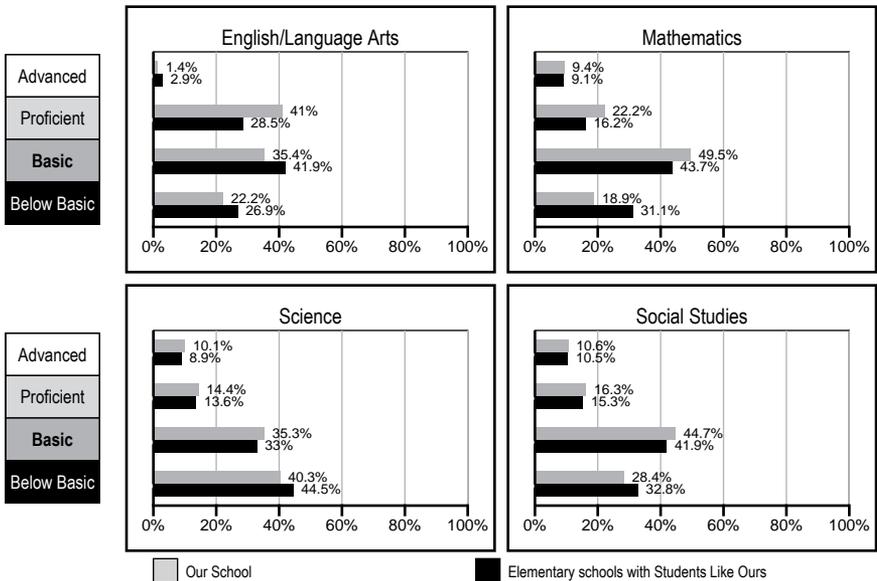
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 96.5%

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

Excellent	Good	Average	Below Average	At-Risk
0	0	16	61	11

\* Ratings are calculated with data available by September 30.

**Palmetto Achievement Challenge Tests (PACT)**



\* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

**Definition of Critical Terms**

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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=505)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.9%	Down from 4.6%	2.9%	2.3%
Attendance rate	95.4%	Down from 95.5%	96.0%	96.3%
Eligible for gifted and talented	7.1%	Down from 9.1%	6.0%	10.4%
With disabilities other than speech	8.0%	Up from 6.8%	8.4%	7.5%
Older than usual for grade	1.1%	Down from 2.9%	1.1%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=44)</b>				
Teachers with advanced degrees	72.7%	Up from 62.8%	54.4%	56.7%
Continuing contract teachers	84.1%	Down from 90.7%	71.9%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	94.5%	Up from 93.3%	84.8%	86.4%
Teacher attendance rate	95.3%	N/R	94.9%	94.9%
Average teacher salary	\$49,097	Up 2.4%	\$44,347	\$45,345
Professional development days/teacher	9.5 days	Down from 10.7 days	13.1 days	12.6 days
<b>School</b>				
Principal's years at school	1.0	Down from 9.0	3.5	4.0
Student-teacher ratio in core subjects	14.9 to 1	Down from 15.3 to 1	17.0 to 1	18.5 to 1
Prime instructional time	95.1%	N/R	89.1%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.8%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$7,868	Up 13.7%	\$7,801	\$7,052
Percent of expenditures for instruction*	76.9%	Up from 74.7%	69.1%	69.1%
Percent of expenditures for teacher salaries*	74.1%	Up from 71.3%	62.5%	64.2%

\* Prior year audited financial data are reported.

## Abbreviations for Missing Data

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## Report of Principal and School Improvement Council

The mission of Oakwood-Windsor Elementary School is to develop productive citizens by providing learning opportunities in a safe environment through the cooperative efforts of home, school, and community. We are proud of our reputation as "The Best Little School in the Country" and remain committed to providing the best possible education for our students.

Each morning we start our day with the OWES Morning News Show anchored by our 5th graders, which reminds everyone to approach the day with a positive attitude and follow school rules. Our character education program emphasizes values, such as respect and responsibility, to help create a safe and orderly environment. Students are recognized daily for demonstrating good character. To motivate and encourage students to achieve, celebrations are held for the Principal's Honor Roll, A/B Honor Roll, Believer's Club, Perfect Attendance, Terrific Kids, and Good Citizenship. Youth service opportunities are implemented into our school curriculum that include our Christmas Community Penny Drive, the canned food drive, Easter Baskets for the Elderly, Jump Rope for Heart, and Beagle Aid. OWES students participate in other activities such as Student Council, OWES Puppeteers, Lego League, Violin, and help write articles for the Puppy Paw Times School Newsletter.

To increase parent and community involvement, family nights focus on literacy, Math, Science, and History. These meetings were held monthly and highlighted speakers from the community and surrounding areas. Other activities included Goodies for Grandparents, Veteran's Day, Hispanic Week, Night of the Arts, Science Fair, author visits, the book fair, and more!

Academic assistance initiatives to support students with academic difficulties include Reading Recovery, small group instruction, a full day Pre-K program, and EAA before-school/after-school tutoring. Our 21st Century Learning Center provided help with homework and tutoring as well.

We are proud of our highly qualified staff that goes above and beyond in providing the best education possible for our students.

Janice Kitchings, Principal  
Dr. Jerry Lynn, SIC Chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	44	75	56
Percent satisfied with learning environment	95.2%	77.0%	90.7%
Percent satisfied with social and physical environment	97.7%	82.4%	85.7%
Percent satisfied with school-home relations	81.8%	77.0%	87.3%

\* 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

YES

This school met 17 out of 17 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

## 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. Sanction: Implement the restructuring plan.
DELAY	<b>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."</b>
HOLD	<b>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."</b>

## Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.4%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	1.0%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.4%	94.0%	Yes

\* Or greater than last year

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## PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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## English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	237	100	21.9	34.9	41.4	1.9	56.3	49.8	48.2	Yes	Yes
<b>Gender</b>											
Male	119	100	28.2	34.5	36.4	0.9	47.3	43.8	41.7	N/A	N/A
Female	118	100	15.2	35.2	46.7	2.9	65.7	56.3	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	128	100	20.4	25.7	51.3	2.7	64.6	59.8	60	Yes	Yes
African American	69	100	18.5	46.2	33.8	1.5	50.8	33.8	31.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	75	70.4	I/S	I/S
Hispanic	39	100	33.3	44.4	22.2	0	38.9	39.7	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	75	47	I/S	I/S
<b>Disability Status</b>											
Disabled	37	100	64.7	20.6	11.8	2.9	20.6	15.2	16	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	28	100	42.3	46.2	11.5	0	26.9	43	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	182	100	24.7	36.7	38	0.6	53	35.8	34	Yes	Yes

## Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	237	100	18.6	48.8	23.3	9.3	49.8	46.9	45.8	Yes	Yes
<b>Gender</b>											
Male	119	100	20	48.2	23.6	8.2	50	47.9	45.6	N/A	N/A
Female	118	100	17.1	49.5	22.9	10.5	49.5	45.7	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	128	100	14.2	47.8	27.4	10.6	57.5	57.2	59	Yes	Yes
African American	69	100	20	53.8	15.4	10.8	40	29.7	26.9	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	78.3	71.3	I/S	I/S
Hispanic	39	100	30.6	44.4	22.2	2.8	41.7	40.1	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	62.5	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	37	100	52.9	32.4	14.7	0	17.6	15.8	17.1	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	28	100	38.5	46.2	11.5	3.8	34.6	42.9	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	182	100	21.7	51.2	19.3	7.8	44.6	32.8	31.4	Yes	Yes

\* Adj - Adjusted to account for natural variation in performance.

## Abbreviations for Missing Data

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## PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
<b>Science</b>											
All Students	154	100	40	35	14.3	10.7	25	34.1	35.7	95.4	95.9
<b>Gender</b>											
Male	77	100	37	35.6	16.4	11	27.4	36.6	37.4	95.4	95.8
Female	77	100	43.3	34.3	11.9	10.4	22.4	31.3	33.8	95.3	96.1
<b>Racial/Ethnic Group</b>											
White	77	100	26.9	41.8	19.4	11.9	31.3	45.2	49.2	94.7	95.9
African American	50	100	47.9	29.2	10.4	12.5	22.9	16.4	17	96	95.9
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	55.9	58	98.1	97.6
Hispanic	26	100	62.5	29.2	8.3	0	8.3	24	24.9	96.2	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	58.8	37.4	95	95.8
<b>Disability Status</b>											
Disabled	26	100	69.2	23.1	3.8	3.8	7.7	12.8	14	95.1	94.9
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	96.5
<b>English Proficiency</b>											
Limited English Proficient	19	100	76.5	23.5	0	0	0	28	24.4	96.3	96.5
<b>Socio-Economic Status</b>											
Subsided meals	122	100	42.3	36	10.8	10.8	21.6	20.4	21.1	95.3	95.2
<b>Social Studies</b>											
All Students	155	100	28	44.8	16.1	11.2	27.3	30.3	34	95.4	95.9
<b>Gender</b>											
Male	84	100	31.2	35.1	20.8	13	33.8	33.8	36.6	95.4	95.8
Female	71	100	24.2	56.1	10.6	9.1	19.7	26.5	31.3	95.3	96.1
<b>Racial/Ethnic Group</b>											
White	86	100	25.6	44.9	16.7	12.8	29.5	38.6	44.5	94.7	95.9
African American	41	100	34.2	36.8	18.4	10.5	28.9	17	19.1	96	95.9
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	56.1	58.9	98.1	97.6
Hispanic	27	100	26.9	57.7	11.5	3.8	15.4	20.3	27.5	96.2	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	53.3	32.7	95	95.8
<b>Disability Status</b>											
Disabled	25	100	40.9	45.5	9.1	4.5	13.6	10.7	14.4	95.1	94.9
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	96.5
<b>English Proficiency</b>											
Limited English Proficient	18	100	27.8	55.6	16.7	0	16.7	23.9	27.3	96.3	96.5
<b>Socio-Economic Status</b>											
Subsided meals	116	100	30.3	45	15.6	9.2	24.8	18.6	21	95.3	95.2

\* Adj - 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

## PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
<b>English/Language Arts</b>								
<b>2007</b>	3	75	100	15.2	40.9	40.9	3	43.9
	4	78	100	22.2	37.5	36.1	4.2	40.3
	5	76	98.7	18.8	47.8	30.4	2.9	33.3
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	81	100	12.5	34.7	52.8	0	52.8
	4	72	100	22.1	36.8	41.2	0	41.2
	5	84	100	30.7	33.3	30.7	5.3	36
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
<b>Mathematics</b>								
<b>2007</b>	3	75	100	13.6	68.2	15.2	3	18.2
	4	78	100	29.2	33.3	20.8	16.7	37.5
	5	76	100	17.1	51.4	25.7	5.7	31.4
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	81	100	15.3	52.8	23.6	8.3	31.9
	4	72	100	16.2	48.5	23.5	11.8	35.3
	5	84	100	24	45.3	22.7	8	30.7
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
<b>Science</b>								
<b>2007</b>	3	36	100	46.9	34.4	18.8	0	18.8
	4	78	98.7	43.7	33.8	16.9	5.6	22.5
	5	39	100	28.6	34.3	22.9	14.3	37.1
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	41	100	36.1	36.1	19.4	8.3	27.8
	4	72	100	32.4	39.7	16.2	11.8	27.9
	5	41	100	58.3	25	5.6	11.1	16.7
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
<b>Social Studies</b>								
<b>2007</b>	3	39	100	11.8	61.8	26.5	0	26.5
	4	78	98.7	39.4	33.8	18.3	8.5	26.8
	5	37	100	31.4	51.4	11.4	5.7	17.1
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	40	100	11.1	55.6	19.4	13.9	33.3
	4	72	100	30.9	44.1	16.2	8.8	25
	5	43	100	38.5	35.9	12.8	12.8	25.6
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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