

WINDSOR HILL ARTS INFUSED

8600 William Moultrie Drive
North Charleston, South

Grades	PK-5 Elementary School	
Enrollment	861 Students	
Principal	Vernisa Bodison	843-760-9820
Superintendent	Joseph R. Pye	843-873-2901
Board Chair	Frances Townsend	843-873-1341

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Good	Good
2010	Good	Average
2009	Average	Average
2008	Average	Below Average
2007	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 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

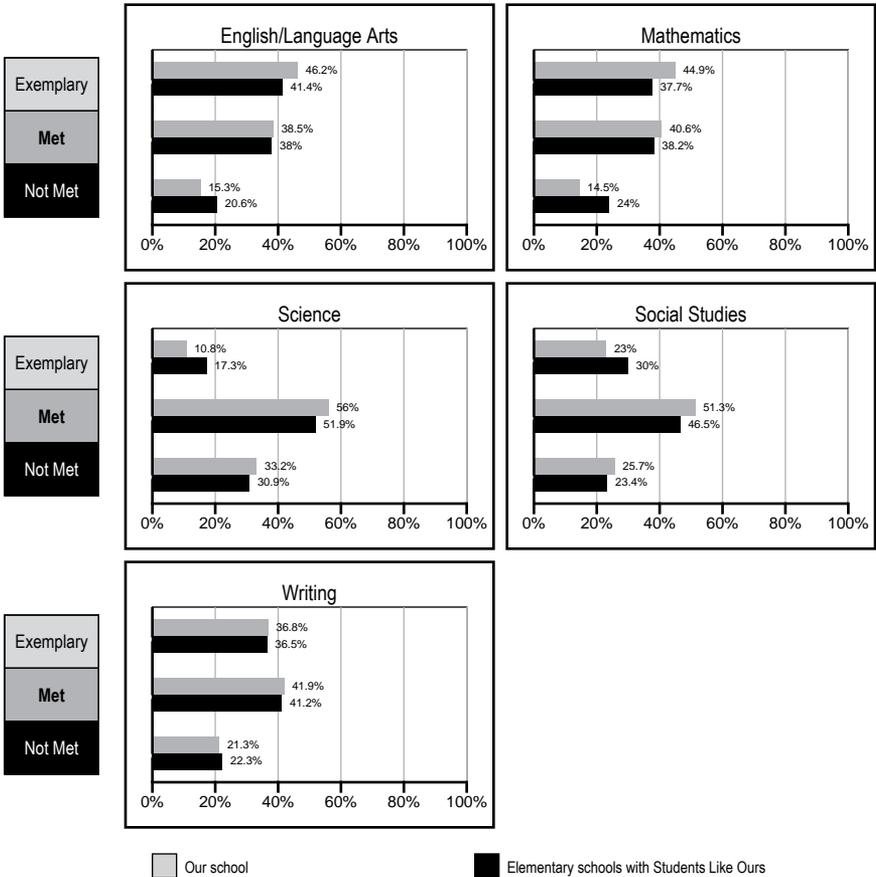
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 97.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
21	34	63	1	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
Students (n=861)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.0%	Down from 1.1%	1.3%	1.1%
Attendance rate	96.5%	Down from 96.7%	96.1%	96.2%
Served by gifted and talented program	13.9%	Up from 11.9%	14.2%	13.4%
With disabilities other than speech	0.8%	Down from 6.1%	4.9%	4.1%
Older than usual for grade	0.0%	Down from 0.6%	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	4.1%	No Change	0.0%	0.0%
Teachers (n=60)				
Teachers with advanced degrees	53.3%	Up from 52.5%	60.9%	62.5%
Continuing contract teachers	85.0%	Up from 75.4%	90.0%	88.2%
Teachers returning from previous year	82.1%	Up from 80.7%	88.6%	87.8%
Teacher attendance rate	93.7%	Up from 93.6%	95.2%	95.2%
Average teacher salary*	\$44,151	Up 0.1%	\$46,510	\$46,773
Professional development days/teacher	11.7 days	Up from 11.1 days	10.4 days	10.5 days
School				
Principal's years at school	4.0	No Change	4.0	4.0
Student-teacher ratio in core subjects	19.5 to 1	Up from 18.7 to 1	20.1 to 1	19.9 to 1
Prime instructional time	89.0%	Up from 88.9%	90.4%	90.4%
Opportunities in the arts	Excellent	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	Up from Good	Excellent	Excellent
Dollars spent per pupil**	\$7,320	Down 2.1%	\$7,147	\$7,447
Percent of expenditures for instruction**	65.5%	Up from 64.3%	68.3%	68.4%
Percent of expenditures for teacher salaries**	63.7%	Up from 61.7%	65.4%	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

Windsor Hill Arts Infused Elementary School is proud to be part of our progressive district, Dorchester School District Two. We serve our diverse population of 876 pre-school through 5th grade students through an arts integrated curriculum. We are committed to creating professional learning communities and utilizing best practices through technological resources to achieve academic success.

Our PTA, School Improvement Council, and 48 business partners contribute to the energy and success of our Windsor Hill students and programs. We have twice been named a Red Carpet School and have been recognized by the Red Cross, American Cancer Society, and American Heart Association for our efforts towards national and international needs. We have received an Exemplar status as a PBIS school; are honored to have a finalist on staff in the state PTA teacher of the year program; and have 4 PTA state reflections winners for the 2010-2011 school year. In our efforts to incorporate the arts throughout our curriculum, we have received a DAP Grant and have been named an ABC (Arts In Basic Curriculum) School. We offer each student a semester of 2-D and 3-D art, drama, dance, vocal and instrumental music, and team and individual sports. Windsor Hill Arts Infused Elementary students have choral, drumming, dance and art club experiences available to them. Students have performed in various venues throughout the community. We have been bestowed the great honor of being one of five schools across the United States named as a recipient of the Kennedy Center National School of Distinction in Arts Education award. Windsor Hill Arts Infused Elementary will be an arts focus school for Dorchester School District Two in 2011-2012.

The involvement of all parents continues to be one of our goals at Windsor Hill. We know it is a vital key to student success. Monthly parenting classes, communication through a weekly newsletter and our Parent Link communication system, and frequent home visits help to inform parents of upcoming events. To address the challenge of increasing math scores, we are continuing to support computer programs like Compass and FASTT Math, Voyager, as well as a math fluency program. To enhance our differentiated instruction, we have on staff a part-time master math tutor for fourth and fifth grade students. To maintain positive classroom environments, we continue to be data driven in our PBIS approach to classroom management. On line book studies have been a valuable staff development tool for teachers to enhance their skills of classroom management and positive behavioral techniques.

Through best practices focused on technology, the arts, parental support, and targeted reading and math programs, we strive to make Windsor Hill Elementary a place where every student reaches his/her own potential and develops a lifelong love of learning.

Mary Davies, Principal Antoinette Green, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	66	161	69
Percent satisfied with learning environment	92.3%	86.3%	98.5%
Percent satisfied with social and physical environment	95.5%	85.0%	94.0%
Percent satisfied with school-home relations	90.9%	88.7%	92.4%

* 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

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

NI

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	0.9%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.4%

	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

Abbreviations for Missing Data

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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*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	438	100	15.1	38.4	46.5	91	88.8	82.4	Yes	Yes
Gender										
Male	211	100	13.5	43	43.5	91.7	86	78.7	N/A	N/A
Female	227	100	16.6	34.1	49.3	90.2	91.6	86.2	N/A	N/A
Racial/Ethnic Group										
White	119	100	4.6	25.7	69.7	97.2	92.7	88.9	Yes	Yes
African American	275	100	20.5	45.8	33.7	88.4	81.5	72.9	Yes	Yes
Asian/Pacific Islander	14	100	7.7	15.4	76.9	92.3	93.3	93	I/S	I/S
Hispanic	25	100	13.6	36.4	50	86.4	88	79.3	I/S	I/S
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	90.9	83	I/S	I/S
Disability Status										
Disabled	43	100	45	35	20	65	58.6	48.1	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	17	100	12.5	50	37.5	87.5	84	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	279	100	21.5	44.5	34	87	82.5	75.4	Yes	Yes

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

All Students	438	100	14.3	41.2	44.5	91.2	90.3	81.9	Yes	Yes
Gender										
Male	211	100	11.9	46.1	42	92.7	88.6	79.9	N/A	N/A
Female	227	100	16.6	36.6	46.8	89.8	91.9	84.1	N/A	N/A
Racial/Ethnic Group										
White	119	100	5.5	29.4	65.1	97.2	94.6	88.9	Yes	Yes
African American	275	100	18.9	49.4	31.7	88.4	81.8	71.4	Yes	Yes
Asian/Pacific Islander	14	100	7.7	15.4	76.9	100	96.5	94.6	I/S	I/S
Hispanic	25	100	13.6	27.3	59.1	86.4	90.2	81.1	I/S	I/S
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	95.5	84.4	I/S	I/S
Disability Status										
Disabled	43	100	45	40	15	57.5	61.6	47.3	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	17	100	12.5	37.5	50	93.8	88.7	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	279	100	19.4	47.8	32.8	87.4	84.3	74.9	Yes	Yes

* Adjusted to account for natural variation in performance.

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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
Science								
All Students	292	100	32.7	55.1	12.2	67.3	77.2	68.6
Gender								
Male	131	100	30	59.2	10.8	70	76.2	68.3
Female	161	100	35	51.7	13.3	65	78.3	68.9
Racial/Ethnic Group								
White	81	100	13.5	64.9	21.6	86.5	86.2	80.7
African American	187	100	43.7	50.9	5.4	56.3	60.8	51.4
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	91	85.3
Hispanic	11	100	I/S	I/S	I/S	I/S	71.8	61.6
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	83.6	70.8
Disability Status								
Disabled	24	100	54.5	27.3	18.2	45.5	43.9	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	59.2	60.7
Socio-Economic Status								
Subsidized meals	181	100	42.1	50.9	6.9	57.9	65.5	57.3
Social Studies								
All Students	295	100	25.2	51.5	23.3	74.8	81.4	72.5
Gender								
Male	155	100	24.5	49	26.6	75.5	81.2	72
Female	140	100	26	54.3	19.7	74	81.6	73.1
Racial/Ethnic Group								
White	77	100	16.9	43.7	39.4	83.1	86.9	81
African American	184	100	30.4	54.2	15.5	69.6	70.6	60
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	91	89
Hispanic	20	100	22.2	61.1	16.7	77.8	78.6	69.6
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	91.5	73.5
Disability Status								
Disabled	33	100	56.7	30	13.3	43.3	49.3	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	13	100	33.3	50	16.7	66.7	69.1	69.7
Socio-Economic Status								
Subsidized meals	192	100	34.1	54.3	11.6	65.9	71.6	62.9

Abbreviations for Missing Data

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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	170	99.4	20.8	42.2	37	79.2	82.3	73.2	96.5	95.8
Gender										
Male	81	100	21.9	45.2	32.9	78.1	77.2	67.2	96.6	95.7
Female	89	98.9	19.8	39.5	40.7	80.2	87.4	79.4	96.3	95.8
Racial/Ethnic Group										
White	44	100	9.5	38.1	52.4	90.5	89.2	81.5	96.1	95.5
African American	106	99.1	24.2	46.3	29.5	75.8	71.1	61.3	96.6	96.1
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	84.8	87	96.9	96.8
Hispanic	12	100	I/S	I/S	I/S	I/S	78.8	66.7	95.9	95.7
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	87.5	72.2	94.8	94.9
Disability Status										
Disabled	16	100	66.7	20	13.3	33.3	34.9	26	96.3	94.7
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	66.2	65.7	96.2	96.1
Socio-Economic Status										
Subsidized meals	105	100	27.7	47.9	24.5	72.3	71.5	63.2	96.1	95.1

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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							
2010	3	145	100	4.4	36.8	58.8	95.6
	4	171	100	16.7	40	43.3	83.3
	5	135	100	13.6	45.6	40.8	86.4
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	3	119	100	15.6	25.7	58.7	84.4
	4	148	100	11.9	41	47	88.1
	5	168	100	17.8	45.4	36.8	82.2
	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							
2010	3	145	100	22.8	30.9	46.3	77.2
	4	171	100	18.7	45.3	36	81.3
	5	135	100	12	47.2	40.8	88
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	3	119	100	19.3	35.8	45	80.7
	4	148	100	11.2	48.5	40.3	88.8
	5	168	100	13.8	38.2	48	86.2
	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	
Science							
2010	3	73	100	50	35.3	14.7	50
	4	171	100	41.1	50.3	8.6	58.9
	5	69	100	28.1	53.1	18.8	71.9
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	3	60	100	42.3	40.4	17.3	57.7
	4	148	100	28.4	59	12.7	71.6
	5	83	100	34.2	59.2	6.6	65.8
	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	

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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							
2010	3	72	100	22.1	48.5	29.4	77.9
	4	171	100	23.8	49.7	26.5	76.2
	5	68	100	34.9	49.2	15.9	65.1
	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
2011	3	60	100	20.7	34.5	44.8	79.3
	4	148	100	20.9	61.9	17.2	79.1
	5	85	100	36.8	44.7	18.4	63.2
	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
Writing							
2010	3	144	97.9	25.6	36.1	38.3	74.4
	4	166	97.6	25.2	41.5	33.3	74.8
	5	133	98.5	13.8	48.8	37.4	86.2
	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
2011	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	170	99.4	20.8	42.2	37	79.2
	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

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