



WINDSOR ELEMENTARY

9800 Dunbarton Drive
Columbia, SC 29223

Grades	PK-5 Elementary School	
Enrollment	641 Students	
Principal	Eric L. Jeffcoat	803-736-8723
Superintendent	Katie Brochu, Ed.D.	803-787-1910
Board Chair	Stephanie Burgess, Ph.D.	803-530-9899

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Below Average	Below Average
2010	Below Average	Average
2009	Below Average	Average
2008	At-Risk	Below Average
2007	Below Average	At-Risk

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

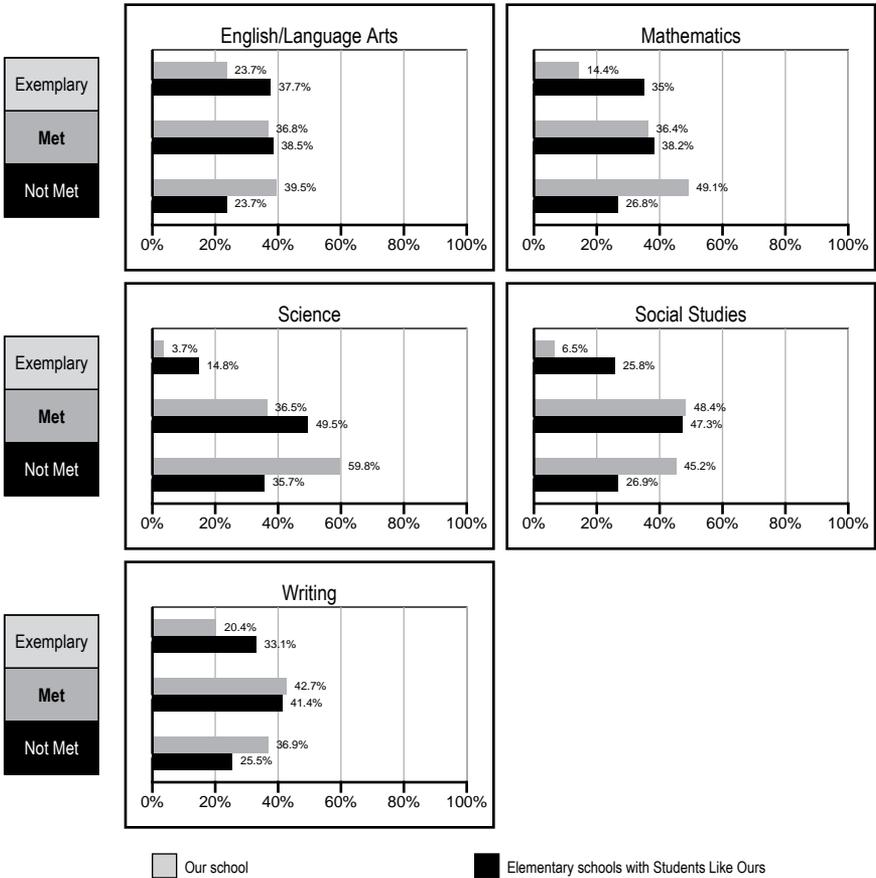
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 94.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
10	28	80	6	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=641)				
First graders who attended full-day kindergarten	97.8%	Down from 98.9%	100.0%	100.0%
Retention rate	0.0%	Down from 0.2%	1.2%	1.1%
Attendance rate	96.6%	Up from 96.2%	96.0%	96.2%
Served by gifted and talented program	3.4%	Down from 3.5%	12.5%	13.4%
With disabilities other than speech	4.7%	Down from 7.7%	4.9%	4.1%
Older than usual for grade	0.2%	Down from 0.4%	0.3%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=54)				
Teachers with advanced degrees	68.5%	Up from 65.3%	60.6%	62.5%
Continuing contract teachers	66.7%	Down from 71.4%	90.0%	88.2%
Teachers returning from previous year	80.4%	Up from 73.5%	88.2%	87.8%
Teacher attendance rate	93.0%	Up from 91.3%	95.1%	95.2%
Average teacher salary*	\$45,215	Up 1.9%	\$46,625	\$46,773
Professional development days/teacher	10.5 days	Down from 11.7 days	11.3 days	10.5 days
School				
Principal's years at school	5.5	Up from 4.5	4.0	4.0
Student-teacher ratio in core subjects	18.2 to 1	Down from 18.8 to 1	19.5 to 1	19.9 to 1
Prime instructional time	88.8%	Up from 85.8%	90.2%	90.4%
Opportunities in the arts	Excellent	Up from Good	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**	\$8,049	Down 1.5%	\$7,420	\$7,447
Percent of expenditures for instruction**	74.8%	Up from 70.3%	67.8%	68.4%
Percent of expenditures for teacher salaries**	69.1%	Up from 65.9%	65.2%	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 Elementary has had another outstanding school year full of great teaching and learning. We applied for the Magnet Schools Assistance Program (MSAP) grant to fund the process of becoming an International Baccalaureate School. In October we received the good news that we received the grant. We began the application process and then participated in professional development through the International Baccalaureate Organization (IBO). Through the collaborative efforts of the faculty and staff we completed and submitted our application to become an International Baccalaureate Candidate School. While we were waiting to learn about the status of our application the teachers continued to design inquiry units as required by the IBO. In June we received the good news that we are an official International Baccalaureate Candidate School. This coming school year we will continue the process of working towards becoming an authorized International Baccalaureate School.

In addition to the MSAP Grant we received a second federal grant to fund Project CARE, allowing us to hire a second guidance counselor. The focus of Project CARE is to provide direct services to students in the form of small group and individual counseling.

Through various funding sources we were able to hire a certified drama teacher, continue offering Spanish instruction, and have one to one computing for all 4th grade and 5th grade students. The students are enjoying being able to express themselves through drama, having more frequent opportunities to learn Spanish, and using technology on a daily basis.

Our focus for this coming school year is to design inquiry units that are engaging and authentic. As we continue designing engaging work for our students, we know this will allow Windsor Elementary to continue to be a place where children learn, grow, and dream. Thank you to all of our Windsor families for your continued support.

Eric L. Jeffcoat
Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	14	96	60
Percent satisfied with learning environment	64.3%	89.4%	92.9%
Percent satisfied with social and physical environment	85.7%	89.6%	96.4%
Percent satisfied with school-home relations	50.0%	90.6%	93.0%

* 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

This school met 15 out of 25 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. 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	1.1%	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	96.6%	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	330	99.7	39.3	36.9	23.8	75.5	83.8	82.4	No	Yes
Gender										
Male	160	99.4	43.2	39.6	17.3	72.7	79.2	78.7	N/A	N/A
Female	170	100	35.8	34.4	29.8	78.1	88.7	86.2	N/A	N/A
Racial/Ethnic Group										
White	41	97.6	22.9	45.7	31.4	88.6	93.4	88.9	I/S	Yes
African American	240	100	40.8	36	23.2	73	79.1	72.9	No	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	95.6	93	I/S	I/S
Hispanic	44	100	46.3	34.1	19.5	78	78.8	79.3	No	Yes
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	92.9	83	I/S	I/S
Disability Status										
Disabled	49	100	N/AV	N/AV	N/AV	30.8	47.8	48.1	I/S	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	47	100	48.8	34.9	16.3	72.1	81.6	78.3	No	Yes
Socio-Economic Status										
Subsidized meals	232	100	42.7	34.6	22.7	72.5	75.6	75.4	No	Yes

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

All Students	330	99.7	49	36.6	14.5	63.1	81.7	81.9	No	Yes
Gender										
Male	160	99.4	49.6	32.4	18	62.6	79.1	79.9	N/A	N/A
Female	170	100	48.3	40.4	11.3	63.6	84.4	84.1	N/A	N/A
Racial/Ethnic Group										
White	41	97.6	37.1	37.1	25.7	80	93.5	88.9	I/S	Yes
African American	240	100	51.2	37	11.8	60.2	75.7	71.4	No	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	95.3	94.6	I/S	I/S
Hispanic	44	100	48.8	31.7	19.5	63.4	78	81.1	No	Yes
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	92.9	84.4	I/S	I/S
Disability Status										
Disabled	49	100	N/AV	N/AV	N/AV	15.4	45.8	47.3	I/S	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	47	100	53.5	30.2	16.3	58.1	82.8	81.4	No	Yes
Socio-Economic Status										
Subsidized meals	232	100	52.6	35.1	12.3	59.2	72.7	74.9	No	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	214	99.5	59.6	36.7	3.7	40.4	71	68.6
Gender								
Male	102	99	62.9	32.6	4.5	37.1	69.9	68.3
Female	112	100	56.6	40.4	3	43.4	72.2	68.9
Racial/Ethnic Group								
White	24	95.8	N/AV	N/AV	N/AV	68.4	90	80.7
African American	156	100	64.7	31.6	3.7	35.3	61.9	51.4
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	89.2	85.3
Hispanic	31	100	56.7	36.7	6.7	43.3	65	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	70.8
Disability Status								
Disabled	30	100	N/AV	N/AV	N/AV	4.3	36.4	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
English Proficiency								
Limited English Proficient	32	100	62.5	34.4	3.1	37.5	73.2	60.7
Socio-Economic Status								
Subsidized meals	150	100	65.9	29.7	4.3	34.1	57.5	57.3
Social Studies								
All Students	211	99.5	45.2	48.4	6.5	54.8	76.5	72.5
Gender								
Male	95	99	43.2	50.6	6.2	56.8	74.4	72
Female	116	100	46.7	46.7	6.7	53.3	78.6	73.1
Racial/Ethnic Group								
White	27	96.3	45.8	50	4.2	54.2	89.3	81
African American	154	100	42.2	49.6	8.1	57.8	69.9	60
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	92.7	89
Hispanic	27	100	N/AV	N/AV	N/AV	40	71.8	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.5
Disability Status								
Disabled	33	100	76.9	19.2	3.8	23.1	42.3	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
English Proficiency								
Limited English Proficient	28	100	N/AV	N/AV	N/AV	36	76	69.7
Socio-Economic Status								
Subsidized meals	149	100	47.4	44.4	8.1	52.6	65.7	62.9

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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	115	99.1	36.3	43.1	20.6	63.7	75.5	73.2	96.6	97.2
Gender										
Male	59	100	48.1	35.2	16.7	51.9	68.9	67.2	96.4	97.2
Female	56	98.2	22.9	52.1	25	77.1	82.2	79.4	96.8	97.3
Racial/Ethnic Group										
White	13	100	25	41.7	33.3	75	88.7	81.5	95.9	97
African American	87	98.9	35.1	45.5	19.5	64.9	69.1	61.3	96.9	97.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	90.8	87	98.1	97.7
Hispanic	14	100	58.3	33.3	8.3	41.7	69.2	66.7	95.9	96.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	96.8
Disability Status										
Disabled	18	100	N/AV	N/AV	N/AV	7.1	27	26	96.1	96.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	99.6
English Proficiency										
Limited English Proficient	15	100	42.9	35.7	21.4	57.1	72.5	65.7	96.1	97.2
Socio-Economic Status										
Subsidized meals	85	98.8	36.7	43	20.3	63.3	64.6	63.2	96.6	96.8

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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	101	100	31.5	29.2	39.3	68.5
	4	113	100	36.4	45.5	18.2	63.6
	5	110	100	34.4	49	16.7	65.6
	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	117	100	41.3	30.8	27.9	58.7
	4	95	99	36.1	34.9	28.9	63.9
	5	118	100	39.8	44.7	15.5	60.2
	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	101	100	50.6	33.7	15.7	49.4
	4	113	100	43.4	43.4	13.1	56.6
	5	110	100	46.9	42.7	10.4	53.1
	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	117	100	63.5	21.2	15.4	36.5
	4	95	99	34.9	45.8	19.3	65.1
	5	118	100	45.6	44.7	9.7	54.4
	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	49	100	60.5	30.2	9.3	39.5
	4	113	100	50.5	45.5	4	49.5
	5	53	100	62.2	28.9	8.9	37.8
	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	61	100	75.5	22.6	1.9	24.5
	4	95	99	47	47	6	53
	5	58	100	63.5	34.6	1.9	36.5
	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

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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	52	100	43.5	45.7	10.9	56.5
	4	113	100	42.4	51.5	6.1	57.6
	5	57	100	58.8	39.2	2	41.2
	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	56	100	50	46.2	3.8	50
	4	95	99	37.3	57.8	4.8	62.7
	5	60	100	52.9	35.3	11.8	47.1
	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
Writing							
2010	3	104	99	48.9	29.3	21.7	51.1
	4	110	100	41	43	16	59
	5	106	100	40.6	40.6	18.8	59.4
	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	115	99.1	36.3	43.1	20.6	63.7
	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

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