



# SC Annual School Report Card Summary

**WINDSOR ELEMENTARY**  
**Richland 2**  
**Grades: PK-5** Enrollment: 641  
**Principal: Eric L. Jeffcoat**  
**Superintendent: Katie Brochu, Ed.D.**  
**Board Chair: Stephanie Burgess, Ph.D.**

## PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on [www.ed.sc.gov](http://www.ed.sc.gov) and [www.eoc.sc.gov](http://www.eoc.sc.gov) as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		AYP STATUS	NCLB IMPROVEMENT STATUS
			General Performance	Closing the Gap		
2011	Below Average	Below Average	TBD	TBD	Not Met	N/A
2010	Below Average	Average	N/A	N/A	Met	N/A
2009	Below Average	Average	N/A	N/A	Met	N/A

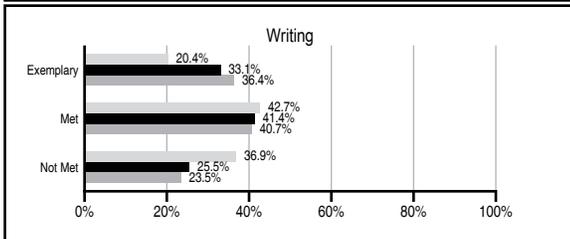
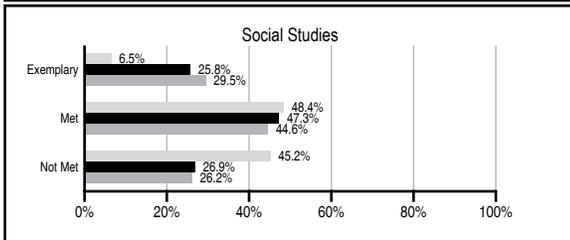
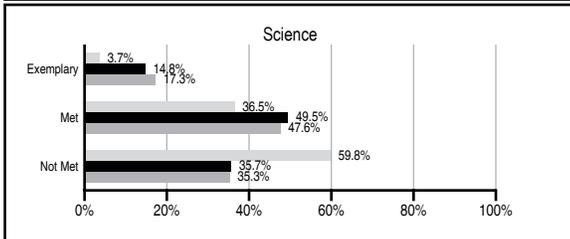
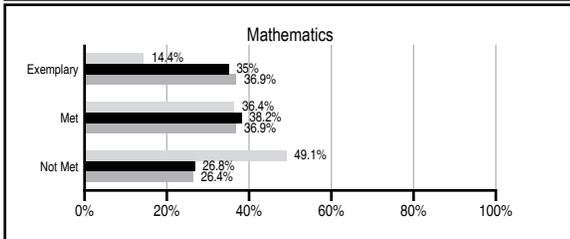
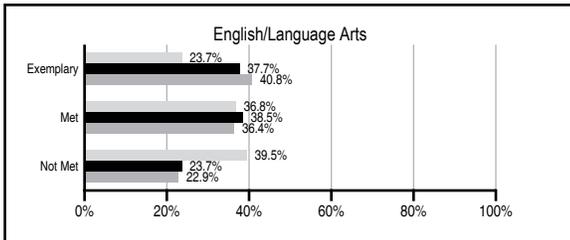
## ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
10	28	80	6	0

\* Ratings are calculated with data available by 11/09/2011. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.

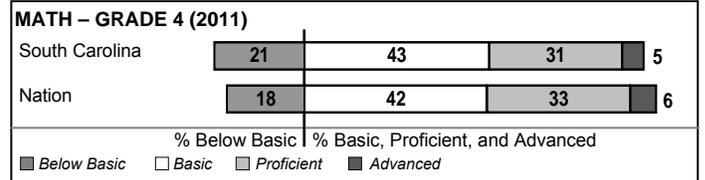
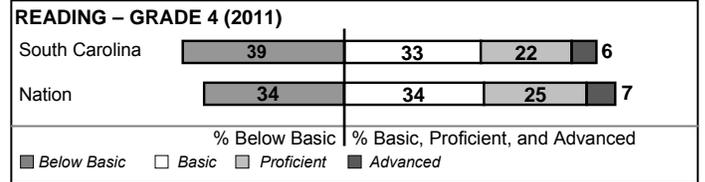
## PASS PERFORMANCE

Our School
  Elementary Schools with Students Like Ours
  Elementary schools statewide



## NAEP PERFORMANCE\*

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



## SC 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.*

### Abbreviations Key

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined

NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improvement Status

# WINDSOR ELEMENTARY [Richland 2]

## SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=641)</b>				
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%
<b>Teachers (n=54)</b>				
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
Classes not taught by highly qualified teachers	0.0%	Down from 1.1%	0.0%	0.0%
Professional development days/teacher	10.5 days	Down from 11.7 days	11.3 days	10.5 days
<b>School</b>				
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%
% of AYP objectives met	60.0%	Down from 100.0%	90.5%	90.5%

\* Length of contract = 185+ days.

\*\* Prior year audited financial data available.

## 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

## EVALUATION RESULTS

	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 at this school and their parents were included.

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