



SC Annual School Report Card Summary

Oakwood Windsor Elementary
 AIKEN COUNTY
 Grades: PK-5 Enrollment: 454
 Principal: Debra McCord
 Superintendent: Dr. Elizabeth Everitt
 Board Chair: Mrs. Rosemary B. English

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and 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		ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM	
			General Performance	Closing the Gap	ESEA Grade	Accountability Indicator
2014	Average	Average	TBD	TBD	C	N/A
2013	Average	At-Risk	N/A	N/A	D	N/A
2012	Average	Average	N/A	N/A	A	Reward

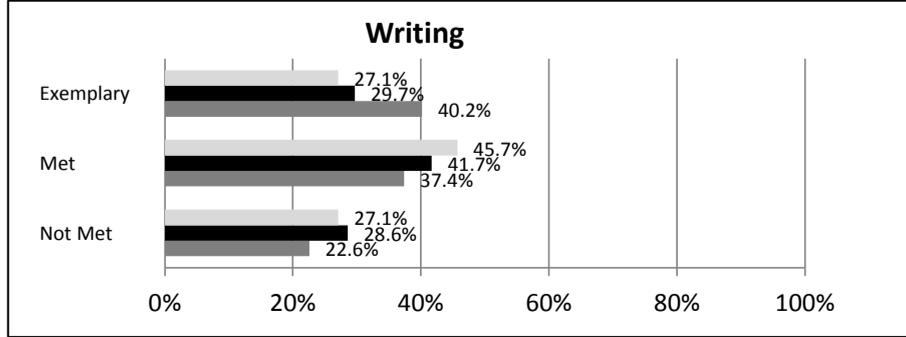
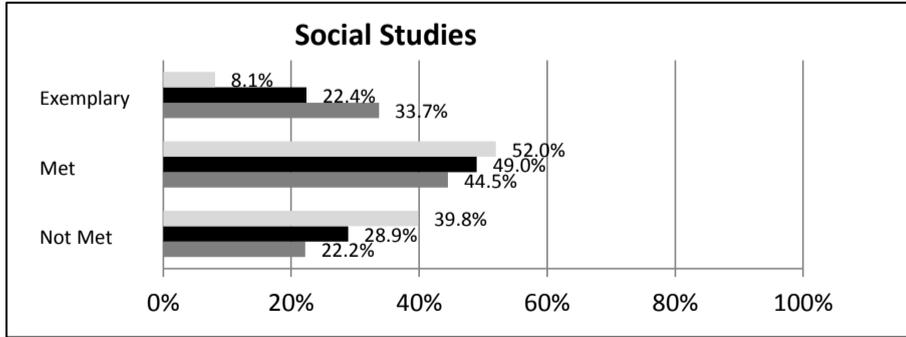
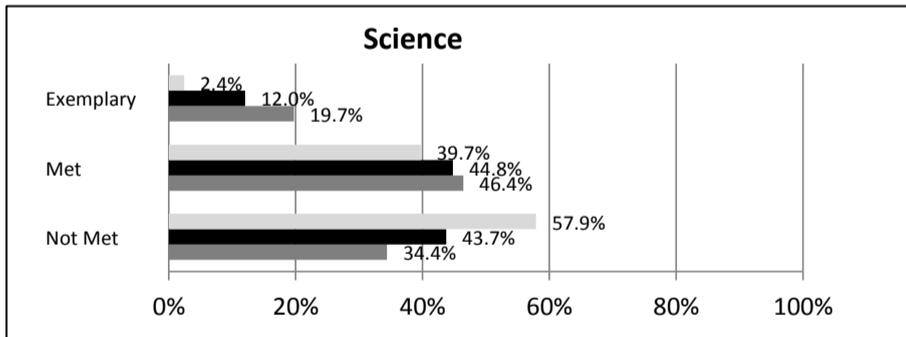
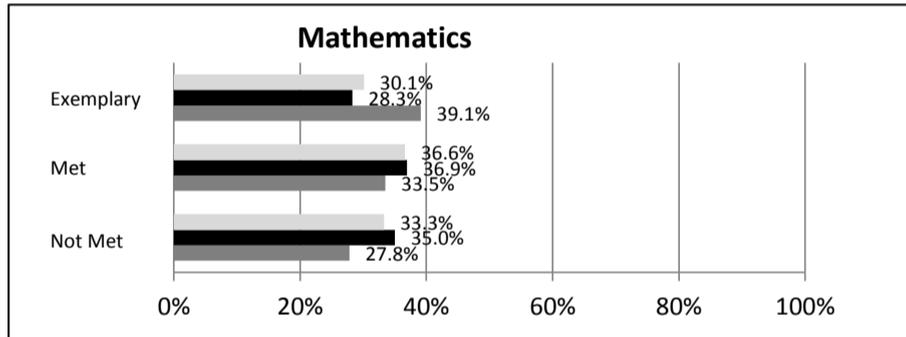
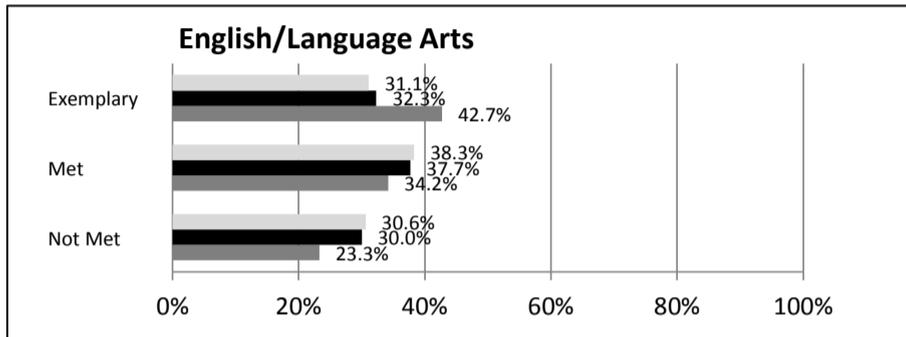
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
8	14	116	13	5

* Ratings are calculated with data available by 04/27/2015. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.

SC PASS PERFORMANCE

Our School Elementary Schools with Students Like Ours Elem Schools Statewide



NAEP*

*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

**Oakwood Windsor Elementary
AIKEN COUNTY**

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary Schools
Students (n = 454)				
Retention rate	2.5%	Up from 1.7%	1.4%	1.0%
Attendance rate	94.6%	Up from 94.5%	96.0%	96.5%
Served by gifted and talented program	4.8%	Down from 5.0%	4.5%	7.3%
With disabilities	8.3%	Down from 9.3%	13.3%	12.5%
Older than usual for grade	2.4%	Down from 2.8%	2.5%	1.8%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.9%	Up from 0.0%	0.0%	0.0%
Teachers (n = 34)				
Teachers with advanced degrees	67.6%	Up from 57.6%	60.6%	62.3%
Continuing contract teachers	73.5%	Down from 75.8%	79.3%	81.2%
Teachers returning from previous year	86.4%	Up from 83.0%	86.4%	88.4%
Teacher attendance rate	94.9%	Up from 94.8%	95.1%	95.3%
Average teacher salary*	\$48,691	Up 0.1%	\$46,729	\$47,902
Classes not taught by highly qualified teachers	0.0%	No change	0.0%	0.0%
Professional development days/teacher	23.3 days	Up from 14.4 days	10.9 days	10.9 days
School				
Principal's years at school	4.0	Up from 3.0	3.0	4.0
Student-teacher ratio in core subjects	21.4 to 1	Up from 19.3 to 1	19.0 to 1	19.9 to 1
Prime instructional time	88.2%	Down from 88.5%	90.0%	90.7%
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	Average	Down from Good	Excellent	Excellent
Dollars spent per pupil**	\$6,880	Down 2.5%	\$8,004	\$7,680
Percent of expenditures for instruction**	69.0%	Down from 71.0%	65.9%	66.8%
Percent of expenditures for teacher salaries**	68.5%	Up from 67.0%	65.1%	66.0%
ESEA composite index score	75.7	Up from 61.0	77.9	85.7

* Length of contract = 185+ days.

**Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	27	56	35
Percent satisfied with learning environment	81.4%	87.5%	91.5%
Percent satisfied with social and physical environment	100.0%	82.5%	82.4%
Percent satisfied with school-home relations	70.4%	78.9%	75.8%

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

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Oakwood Windsor Elementary stresses the importance of strong academics and character development. During 2013-2014 we continued our focus on the District's Reading Initiative, utilizing essential questions and learning objectives. We also focused on implementing guided math, data teams, Common Core State Standards and providing professional development in creating strong writers.

In an effort to meet students' individual needs, the following programs were implemented this school year:

Interventions and remediation for math and English in grades 1-5, professional development days for teachers to observe high performing classrooms and reflect upon their own teaching practices, Compass Learning program that is web based and allows students to work on their level both from school and home, Reading Buddies to enhance early reading skills in 5K, utilization of the Instructional Coach and the Reading Interventionist.

Oakwood Windsor Elementary recognizes and rewards students for academic and social improvements by giving the following student incentives: quarterly Nine Weeks' Awards for Principal's Honor Roll, A/B Honor Roll and Perfect Attendance, monthly reading awards for meeting individual reading goals, monthly character awards for demonstrating traits associated with the character skill of the month, and incentive parties for MAP and PASS tests.

Teachers were involved in the following professional development training this year: Fountas and Pinnell training, Guided Reading training, Writer's Workshop training, Rigor and Engagement, Common Core, refresher of District's Literacy Model and other best practice, instructional ideas on the district Early Release Days.

To encourage parent participation and involvement this year we offered: Fall Carnival, ESOL reading night, Family Fun Nights, Veterans' Day Program, Grandparent's Day, Muffins for Mom and Donuts for Dads, Heritage Day, Smart Night, Literacy Night, Book Fairs, Spring Carnival, and Santa Shop.

Oakwood Windsor Elementary School is very proud of the academic and social improvements that are demonstrated on a daily basis by our students, parents, faculty and staff and we look forward to building our academics and social skills over the next year.

Debra McCord, Principal

Marsha Burrell, SIC Chair

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