



Windsor Hill Elementary

8600 William Moultrie Drive
North Charleston, South

Grades	PK-5 Elementary School	
Enrollment	871 Students	
Principal	Mary Davies	843-760-9820
Superintendent	Joseph R. Pye	843-873-2901
Board Chair	Bufort "Bo" Blanton	843-873-8454

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Average	Below Average
2007	Average	Below Average
2006	Good	Average
2005	Good	Below Average
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

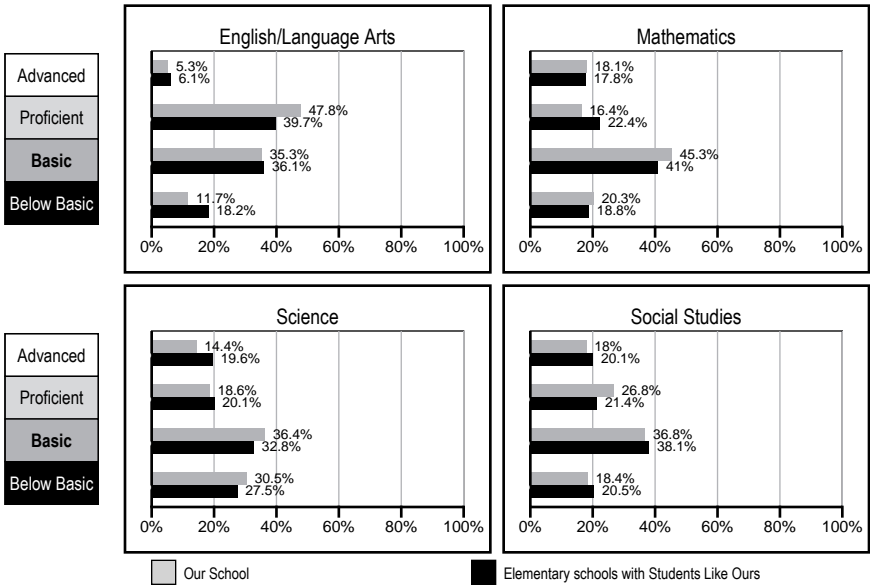
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 96.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	16	60	7	1

* 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 | /S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=871)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.1%	Down from 3.7%	2.3%	2.3%
Attendance rate	96.8%	Up from 96.4%	96.3%	96.3%
Eligible for gifted and talented	9.4%	Down from 11.1%	12.2%	10.4%
With disabilities other than speech	6.5%	Up from 5.9%	8.3%	7.5%
Older than usual for grade	0.6%	Down from 1.2%	0.5%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	4.0%	No Change	0.0%	0.0%
Teachers (n=67)				
Teachers with advanced degrees	47.8%	Down from 51.5%	56.0%	56.7%
Continuing contract teachers	59.7%	Down from 61.8%	78.3%	77.3%
Teachers with emergency or provisional certificates	2.0%	No Change	0.0%	0.0%
Teachers returning from previous year	81.7%	Up from 80.9%	87.4%	86.4%
Teacher attendance rate	93.2%	Down from 94.4%	95.3%	94.9%
Average teacher salary	\$42,002	Up 2.4%	\$45,347	\$45,345
Professional development days/teacher	10.9 days	Down from 12.1 days	12.1 days	12.6 days
School				
Principal's years at school	1.0	Down from 10.0	3.0	4.0
Student-teacher ratio in core subjects	16.4 to 1	Down from 16.6 to 1	18.8 to 1	18.5 to 1
Prime instructional time	88.9%	Down from 89.5%	90.2%	89.8%
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	No Change	Excellent	Excellent
Dollars spent per pupil*	\$6,899	Up 0%	\$6,479	\$7,052
Percent of expenditures for instruction*	66.7%	Up from 64.0%	69.4%	69.1%
Percent of expenditures for teacher salaries*	62.4%	Up from 59.9%	65.6%	64.2%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Windsor Hill Elementary School is an arts-infused Title I school of 892 pre-school through fifth grade students. Our 43 business partners, 120 staff members, 158 mentors, PTA, and School Improvement Council contribute to the energy and success of our Windsor Hill programs and students.

Windsor Hill School is proud to be part of Dorchester District Two. We have received the Exemplary Writing Hall of Fame Award, The Red Carpet Award, the Literacy Spot Award, and recognition from the Red Cross for our efforts to help with national and international disasters. WHES has been recognized by the Educational Oversight Committee for our efforts to advance all students and receiving the Closing the Gap Award for 2005, 2006, and 2007. We have made AYP (Adequate Yearly Progress). Our teachers are involved in staff development focusing on technology, arts infusion, differentiation, and positive behavioral support, PBIS. Our at-risk students are involved in reading intervention classes taught by master teachers. Extra-curricular events like our Beaux Hawks drumming club and STEP dancers support the standards and brain research for student achievement. Our diverse population of students participates in drama, dance, 3 D and 2 D art, vocal and instrumental music, team sports and individual sports to enhance the mastery of all curricular state standards.

Windsor Hill is working hard to increase parental involvement for all of our parents. We have monthly grade level parent meetings to strengthen home school communications and academic progress. We utilize our Parent Link telephone calling system to alert parents of upcoming events that involve their child. Our weekly parent newsletter highlights Windsor Hill happenings and pertinent information.

At Windsor Hill Elementary, we face the challenge of bringing up our math scores as we continue to strive for excellence in all areas. To address this challenge, we will continue to focus on mastery of math standards at all grade levels. We will continue to utilize small, differentiated instructional practices, hands on centers, and technology to increase scores. To address the challenge of classroom disruptions, we will continue to support Positive Behavioral Interventions and Strategies through modeling good behavior and providing interventions will result in fewer classroom interruptions.

Mary Davies, Principal
Daniel Bursley, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	55	127	79
Percent satisfied with learning environment	90.9%	86.4%	85.7%
Percent satisfied with social and physical environment	83.6%	82.3%	81.3%
Percent satisfied with school-home relations	79.6%	89.7%	84.2%

* 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 17 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

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	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	0.1%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.8%	94.0%	Yes

* Or greater than last year

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*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	389	100	11.6	35.1	47.5	5.8	66.3	57.8	48.2	Yes	Yes
Gender											
Male	210	100	15.2	39.4	42.4	3	58.1	50.7	41.7	N/A	N/A
Female	179	100	7.3	29.9	53.7	9.1	76.2	65.6	55	N/A	N/A
Racial/Ethnic Group											
White	122	100	8.5	21.4	59	11.1	80.3	65.8	60	Yes	Yes
African American	230	100	13.6	44.6	39	2.8	57.3	41.1	31.7	Yes	Yes
Asian/Pacific Islander	15	100	N/AV	N/AV	N/AV	N/AV	N/AV	72.3	70.4	I/S	I/S
Hispanic	19	100	16.7	33.3	44.4	5.6	55.6	45	38.4	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	68.7	47	I/S	I/S
Disability Status											
Disabled	44	100	56.1	24.4	12.2	7.3	19.5	21.9	16	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	I/S	30.8	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	194	100	15.5	40.8	40.8	2.9	55.2	40.7	34	Yes	Yes

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

All Students	389	100	20.2	45	16.3	18.5	47.5	49.8	45.8	Yes	Yes
Gender											
Male	210	100	21.7	48	12.6	17.7	44.9	50.5	45.6	N/A	N/A
Female	179	100	18.3	41.5	20.7	19.5	50.6	49.1	45.9	N/A	N/A
Racial/Ethnic Group											
White	122	100	6.8	40.2	18.8	34.2	68.4	59.9	59	Yes	Yes
African American	230	100	28.2	48.8	16	7	34.7	28.3	26.9	No	Yes
Asian/Pacific Islander	15	100	0	45.5	9.1	45.5	72.7	67.1	71.3	I/S	I/S
Hispanic	19	100	27.8	33.3	11.1	27.8	38.9	37.4	38.1	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	55.2	46.2	I/S	I/S
Disability Status											
Disabled	44	100	63.4	22	2.4	12.2	14.6	21.7	17.1	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	I/S	26	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	194	100	28.2	46.6	15.5	9.8	34.5	32	31.4	No	Yes

* 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 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
Science											
All Students	256	100	30.3	36.1	18.5	15.1	33.6	42	35.7	96.8	96.1
Gender											
Male	141	100	35.1	30.5	18.3	16	34.4	45.1	37.4	96.8	95.9
Female	115	100	24.3	43	18.7	14	32.7	38.7	33.8	96.7	96.3
Racial/Ethnic Group											
White	83	100	11.5	34.6	26.9	26.9	53.8	52.4	49.2	96.5	96
African American	147	100	39.9	37.7	13.8	8.7	22.5	20.7	17	96.8	96.2
Asian/Pacific Islander	11	100	28.6	42.9	28.6	0	28.6	52.7	58	98.5	97
Hispanic	14	100	42.9	28.6	14.3	14.3	28.6	27.1	24.9	97	96.1
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	51.2	37.4	96.1	95.8
Disability Status											
Disabled	30	100	69	20.7	0	10.3	10.3	21.6	14	96.3	95
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	93.2
English Proficiency											
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	18.3	24.4	97.8	96.5
Socio-Economic Status											
Subsided meals	124	100	41.1	38.4	12.5	8	20.5	24.5	21.1	96.5	95.3
Social Studies											
All Students	260	100	18.3	36.9	27	17.8	44.8	43.2	34	96.8	96.1
Gender											
Male	143	100	17.8	34.8	25.2	22.2	47.4	46.4	36.6	96.8	95.9
Female	117	100	18.9	39.6	29.2	12.3	41.5	39.7	31.3	96.7	96.3
Racial/Ethnic Group											
White	79	100	9.2	30.3	31.6	28.9	60.5	51	44.5	96.5	96
African American	157	100	23.6	43.1	22.2	11.1	33.3	25.8	19.1	96.8	96.2
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	I/S	61.4	58.9	98.5	97
Hispanic	11	100	30	30	20	20	40	32.8	27.5	97	96.1
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	46	32.7	96.1	95.8
Disability Status											
Disabled	32	100	44.8	31	13.8	10.3	24.1	20.9	14.4	96.3	95
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	93.2
English Proficiency											
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	24.4	27.3	97.8	96.5
Socio-Economic Status											
Subsided meals	141	100	25.6	40.8	21.6	12	33.6	26.5	21	96.5	95.3

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

Abbreviations for Missing Data

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PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*	
English/Language Arts									
2007	3	132	100	7.4	20.7	65.3	6.6	71.9	
	4	141	100	8.7	41.7	44.9	4.7	49.6	
	5	127	100	14.2	39.2	40.8	5.8	46.7	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	121	100	8.8	21.9	59.6	9.6	69.3	
	4	126	100	12.1	36.2	47.4	4.3	51.7	
	5	142	100	13.6	45.5	37.1	3.8	40.9	
	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	
Mathematics									
2007	3	132	100	24	52.1	17.4	6.6	24	
	4	141	100	16.5	46.5	18.9	18.1	37	
	5	127	100	24.2	37.5	20.8	17.5	38.3	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	121	100	21.9	50.9	14	13.2	27.2	
	4	126	100	16.4	37.9	19.8	25.9	45.7	
	5	142	100	22	46.2	15.2	16.7	31.8	
	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	
Science									
2007	3	66	100	36.8	31.6	28.1	3.5	31.6	
	4	141	100	30.7	35.4	24.4	9.4	33.9	
	5	65	100	34.5	29.1	16.4	20	36.4	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	61	100	27.6	44.8	20.7	6.9	27.6	
	4	126	100	31	34.5	19	15.5	34.5	
	5	69	100	31.3	31.3	15.6	21.9	37.5	
	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	
Social Studies									
2007	3	67	100	14.3	27	50.8	7.9	58.7	
	4	141	100	18.1	48.8	21.3	11.8	33.1	
	5	66	100	23.7	45.8	15.3	15.3	30.5	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	61	100	7	43.9	29.8	19.3	49.1	
	4	126	100	19.8	35.3	27.6	17.2	44.8	
	5	73	100	25	33.8	23.5	17.6	41.2	
	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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