



Oakwood-Windsor Elementary

3773 Charleston Highway
Aiken, SC 29801

Grades	PK-5 Elementary School	
Enrollment	474 Students	
Principal	Janice Kitchings	803-641-2560
Superintendent	Dr. Elizabeth Everitt	803-641-2428
Board Chair	Dr. Christine Harkins	803-663-1703

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Average
2008	Average	Below Average
2007	Average	At-Risk
2006	Average	Below Average
2005	Good	Good

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 GOAL

By 2010, SC'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.

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.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

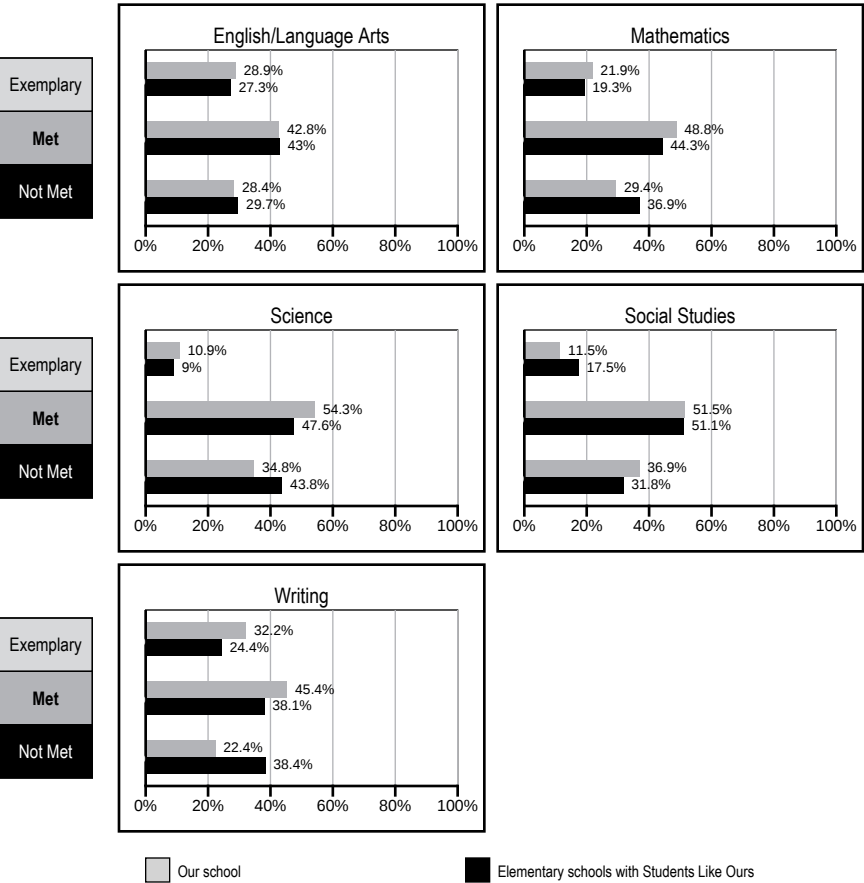
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 98.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	5	84	30	5

* Ratings are calculated with data available by 06/01/2010.

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=474)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	6.1%	Up from 3.9%	2.5%	1.9%
Attendance rate	95.0%	Down from 95.4%	96.0%	96.3%
Eligible for gifted and talented	6.5%	Down from 7.1%	6.1%	10.0%
With disabilities other than speech	9.4%	Up from 8.0%	9.0%	7.7%
Older than usual for grade	1.4%	Up from 1.1%	0.8%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=40)				
Teachers with advanced degrees	77.5%	Up from 72.7%	57.1%	59.4%
Continuing contract teachers	87.5%	Up from 84.1%	76.5%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	92.5%	Down from 94.5%	84.9%	85.9%
Teacher attendance rate	95.0%	Down from 95.3%	95.0%	95.1%
Average teacher salary*	\$51,703	Up 5.3%	\$46,065	\$47,149
Professional development days/teacher	8.1 days	Down from 9.5 days	11.7 days	11.1 days
School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	15.3 to 1	Up from 14.9 to 1	17.9 to 1	18.8 to 1
Prime instructional time	94.9%	Down from 95.1%	89.9%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.8%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,037	Up 2.1%	\$7,754	\$7,458
Percent of expenditures for instruction**	76.1%	Down from 76.9%	68.1%	68.8%
Percent of expenditures for teacher salaries**	60.4%	Down from 74.1%	62.2%	63.2%

* 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

Over the years, we have established a school that is warm, inviting, and committed to meeting the needs of the total child. Our mission is to develop productive citizens by providing learning opportunities in a safe environment through the cooperative efforts of home, school, and community. We are proud of our reputation as "The Best Little School in the Country" and remain committed to creating an environment where all students will have the opportunity to be the best they can be.

Every morning we start our day with the OWES Morning News Show anchored by our 5th graders. During the show, everyone is encouraged to act in such a way that they will be proud of themselves, and others will be proud, too! Our character education program emphasizes values that help create a safe and orderly environment. Students are recognized daily for demonstrating good character.

To foster a love for reading in our school, we implemented a school-wide theme, OWES.....Raising Readers and Leaders. Students, parents, and faculty at Oakwood-Windsor Elementary School enjoy reading. Reading was encouraged through daily read-alouds of different genres, flex scheduling in the library, on-site book clubs for students and parents, a literacy study group for teachers, and outside community readers.

Using data to drive instruction continues to be one of our areas of focus. Student test data in grades 1-5 is collected three times a year using the Measures of Academic Progress (MAP). Teachers use the data to focus on individual needs of students. One of our goals for 2009-2010 will be to find ways to use MAP more effectively to help narrow the achievement gap between different groups of students.

Academic assistance initiatives to support students with academic difficulties include Reading Recovery, literacy groups for second graders, small group instruction, a full day Pre-K program, EAA after-school tutoring, and our after-school 21st Century Learning Center.

We are fortunate to have excellent teaching and support staff. Along with our fine group of employees is our PTO. They have spent many hours and dollars to benefit every child. We are grateful to have such terrific staff, parents, and especially students. That is what makes us "The Best Little School in the Country!"

Janice Kitchings, Principal
Kim Stokes, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	38	66	52
Percent satisfied with learning environment	89.5%	89.4%	92.3%
Percent satisfied with social and physical environment	91.9%	80.0%	94.2%
Percent satisfied with school-home relations	78.9%	90.9%	84.3%

* 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	YES
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This school met 17 out of 17 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	
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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	0.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.9%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.0%	94.0%*	Yes

* Or greater than last year

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 = 58.8% (Met or Exemplary)

All Students	225	99.6	27.7	43.6	28.7	87.1	85.7	82.8	Yes	Yes
Gender										
Male	108	100	26	46.9	27.1	87.5	83.2	79.3	N/A	N/A
Female	117	99.2	29.2	40.6	30.2	86.8	88.4	86.5	N/A	N/A
Racial/Ethnic Group										
White	119	99.2	22.9	47.6	29.5	89.5	90.8	89.5	Yes	Yes
African American	65	100	25	48.2	26.8	85.7	78.1	73.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	91.3	92.3	I/S	I/S
Hispanic	39	100	46.2	28.2	25.6	82.1	77.9	76.5	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	79.2	82.5	I/S	I/S
Disability Status										
Disabled	34	97.1	60.7	32.1	7.1	64.3	51.2	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	32	100	53.1	25	21.9	78.1	76.2	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	168	99.4	31.2	40.9	27.9	84.4	79.5	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	225	99.6	28.7	49.5	21.8	82.2	81.6	78.9	Yes	Yes
Gender										
Male	108	100	25	55.2	19.8	83.3	80.6	77	N/A	N/A
Female	117	99.2	32.1	44.3	23.6	81.1	82.6	80.9	N/A	N/A
Racial/Ethnic Group										
White	119	99.2	27.6	51.4	21	82.9	87.6	87.2	Yes	Yes
African American	65	100	28.6	50	21.4	83.9	71.7	66.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	93.8	93	I/S	I/S
Hispanic	39	100	33.3	46.2	20.5	76.9	78.7	76	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	75	79.5	I/S	I/S
Disability Status										
Disabled	34	97.1	57.1	32.1	10.7	53.6	45.4	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	32	100	37.5	46.9	15.6	71.9	78.4	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	168	99.4	31.2	48.1	20.8	79.9	74.1	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

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	154	100	33.8	54.7	11.5	66.2	68.5	67.5
Gender								
Male	77	100	29.4	57.4	13.2	70.6	69.4	67
Female	77	100	38	52.1	9.9	62	67.6	68
Racial/Ethnic Group								
White	78	100	27.5	59.4	13	72.5	78.5	79.5
African American	49	100	41.9	48.8	9.3	58.1	52.3	50.3
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	92.5	84.3
Hispanic	26	100	38.5	53.8	7.7	61.5	61.3	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	72.2	71.2
Disability Status								
Disabled	20	100	44.4	50	5.6	55.6	34.9	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	21	100	42.9	52.4	4.8	57.1	61.3	59.6
Socio-Economic Status								
Subsided meals	115	100	34.6	54.2	11.2	65.4	56.9	55.1

Social Studies

All Students	148	99.3	35.9	52.7	11.5	64.1	69	72.3
Gender								
Male	62	100	37	50	13	63	69.3	71.5
Female	86	98.8	35.1	54.5	10.4	64.9	68.8	73.2
Racial/Ethnic Group								
White	85	98.8	38.4	52.1	9.6	61.6	76.5	80.7
African American	41	100	27.8	61.1	11.1	72.2	56.7	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	88.5	88.5
Hispanic	21	100	42.9	42.9	14.3	57.1	62.5	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	83.3	72.2
Disability Status								
Disabled	20	100	N/AV	N/AV	N/AV	25	40.6	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	18	100	44.4	44.4	11.1	55.6	63.8	67.9
Socio-Economic Status								
Subsided meals	109	100	38.4	49.5	12.1	61.6	59	62.1

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	226	98.2	22.1	45.6	32.4	77.9	71.8	70.2	95	95.9
Gender										
Male	111	97.3	25.5	52	22.4	74.5	65.9	63.2	95	95.7
Female	115	99.1	18.9	39.6	41.5	81.1	78.1	77.5	94.9	96
Racial/Ethnic Group										
White	119	97.5	22.2	43.5	34.3	77.8	78.3	79.1	94.2	95.8
African American	65	98.5	16.4	49.1	34.5	83.6	61.4	57.6	96	95.9
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	84	86.2	95.9	97.7
Hispanic	40	100	30.8	48.7	20.5	69.2	65.9	62.6	95.9	96.2
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	60.9	68.7	95	96
Disability Status										
Disabled	40	95	61.8	29.4	8.8	38.2	23	26.1	94.9	94.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	95
English Proficiency										
Limited English Proficient	33	100	34.4	46.9	18.8	65.6	64.9	61.2	96.1	96.4
Socio-Economic Status										
Subsidized meals	170	99.4	25.5	48.4	26.1	74.5	61.4	58.9	94.9	95.2

Abbreviations for Missing Data

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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							
2009	3	75	98.7	25.8	37.9	36.4	74.2
	4	77	100	30.9	42.6	26.5	69.1
	5	73	100	26.5	50	23.5	73.5
	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
Mathematics							
2009	3	75	98.7	28.8	42.4	28.8	71.2
	4	77	100	20.6	54.4	25	79.4
	5	73	100	36.8	51.5	11.8	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
Science							
2009	3	39	100	37.1	40	22.9	62.9
	4	77	100	30.9	60.3	8.8	69.1
	5	38	100	36.1	58.3	5.6	63.9
	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
Social Studies							
2009	3	36	100	34.4	40.6	25	65.6
	4	77	100	20.6	72.1	7.4	79.4
	5	35	97.1	71	22.6	6.5	29
	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							
2009	3	73	98.6	19.7	37.9	42.4	80.3
	4	76	97.4	14.5	52.2	33.3	85.5
	5	77	98.7	31.9	46.4	21.7	68.1
	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

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N/A–Not Applicable

N/AV–Not Available

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N/R–Not Reported

I/S–Insufficient Sample