



Windsor Hill Elementary

8600 William Moultrie Drive
North Charleston, South

Grades	PK-5 Elementary School	
Enrollment	843 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 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

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

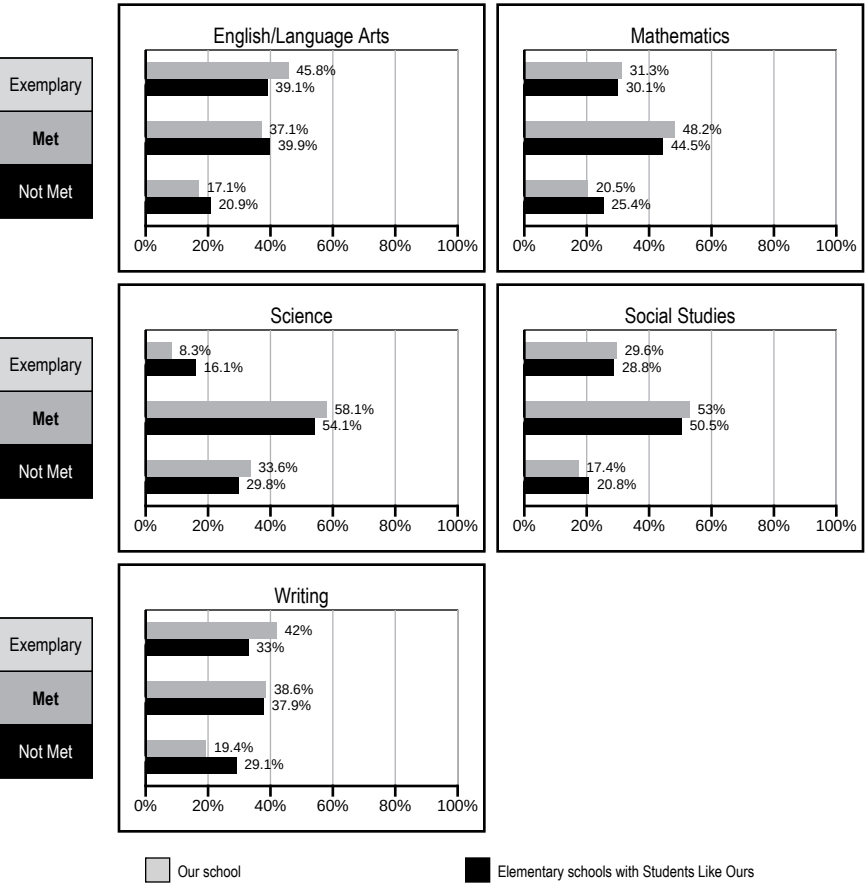
97.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
5	28	64	2	0

* 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=843)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.3%	Down from 2.1%	1.9%	1.9%
Attendance rate	96.6%	Down from 96.8%	96.2%	96.3%
Eligible for gifted and talented	10.8%	Up from 9.4%	11.1%	10.0%
With disabilities other than speech	7.2%	Up from 6.5%	8.7%	7.7%
Older than usual for grade	0.6%	No Change	0.5%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	4.5%	Up from 4.0%	0.0%	0.0%
Teachers (n=66)				
Teachers with advanced degrees	50.0%	Up from 47.8%	58.6%	59.4%
Continuing contract teachers	60.6%	Up from 59.7%	83.0%	80.0%
Teachers with emergency or provisional certificates	3.9%	Up from 2.0%	0.0%	0.0%
Teachers returning from previous year	77.4%	Down from 81.7%	86.2%	85.9%
Teacher attendance rate	94.6%	Up from 93.2%	95.3%	95.1%
Average teacher salary*	\$43,184	Up 2.8%	\$46,874	\$47,149
Professional development days/teacher	12.0 days	Up from 10.9 days	11.8 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	17.1 to 1	Up from 16.4 to 1	19.1 to 1	18.8 to 1
Prime instructional time	89.8%	Up from 88.9%	90.4%	90.4%
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**	\$7,510	Up 8.9%	\$7,217	\$7,458
Percent of expenditures for instruction**	64.9%	Down from 66.7%	68.1%	68.8%
Percent of expenditures for teacher salaries**	61.2%	Down from 62.4%	63.7%	63.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Windsor Hill Elementary is proud to be part of Dorchester District Two, a progressive district. We serve our diverse population of 857 pre-school through 5th grade students through an arts integrated curriculum. Also, teachers' best practice strategies utilize our technological resources to help prepare our students for the electronic world around us. We are committed to creating professional learning communities to achieve academic success. Our focus groups have implemented facility and instructional improvements throughout our school.

Our PTA, School Improvement Council, 60 mentors, and 43 business partners contribute to the energy and success of our Windsor Hill students and programs. We have been named a Red Carpet School and have been recognized by the Red Cross, American Cancer Society, and American Heart Association for our efforts toward national and international needs. In our efforts to incorporate the arts throughout our curriculum, Windsor Hill is a DAP (Distinguished Arts Program) Grant recipient and an ABC (Arts In Basic Curriculum) School. We offer semesters of 2-D and 3-D art, drama, dance, vocal and instrumental music, as well as team and individual sports. Windsor Hill students have choral, drumming, dance, and art club experiences available to them and have performed in various venues throughout the community. We have reading initiative programs taught by master teachers at every grade level to ensure standards mastery.

The involvement of all parents is one of our goals at Windsor Hill. We know it is a vital key to student success. We have monthly parent meetings to strengthen the home-school connection. Parenting classes are conducted several times throughout the year as well. We utilize our Parent Link communication system to inform parents of upcoming events. As we continue to foster the success of every child, we keep AYP as our school-wide goal. To address the challenge of bringing up math scores, we are implementing computer programs like Compass and FASTT Math, as well as a math fluency program. To enhance our hands-on centers and differentiated instructions, we have on staff a part-time master math tutor for fourth and fifth grade students. To maintain positive classroom environments, we continue to be data driven in our PBIS (Positive Behavioral Interventions and Supports) approach to classroom management.

Through best practices focused on technology, the arts, parental support, and targeted reading and math programs, we strive to make Windsor Hill Elementary a place where every student reaches his/her own potential and develops a lifelong love of learning.

Mary Davies, Principal
 Antoinette Green, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	61	135	66
Percent satisfied with learning environment	98.4%	82.0%	85.9%
Percent satisfied with social and physical environment	98.4%	80.3%	90.5%
Percent satisfied with school-home relations	91.8%	85.6%	85.9%

* 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 21 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	
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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	0.2%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	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

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	422	99.8	16.8	37	46.1	92.2	89.3	82.8	Yes	Yes
Gender										
Male	218	99.5	20.2	37.9	41.9	89.2	86.4	79.3	N/A	N/A
Female	204	100	13.1	36.1	50.8	95.6	92.2	86.5	N/A	N/A
Racial/Ethnic Group										
White	136	99.3	6.3	33.9	59.8	95.3	92.9	89.5	Yes	Yes
African American	247	100	22.8	40.2	37.1	90.6	82.3	73.7	Yes	Yes
Asian/Pacific Islander	14	100	14.3	28.6	57.1	100	93.3	92.3	I/S	I/S
Hispanic	23	100	21.1	26.3	52.6	84.2	82.7	76.5	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	92.8	82.5	I/S	I/S
Disability Status										
Disabled	53	98.1	58.7	30.4	10.9	63	59.6	52	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	17	100	23.1	38.5	38.5	84.6	77.7	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	239	99.6	22.3	39.8	37.9	91	81.9	75.5	Yes	Yes

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

All Students	422	99.8	20.2	47.9	31.9	85.8	85.8	78.9	Yes	Yes
Gender										
Male	218	99.5	20.2	47.3	32.5	85.2	85.2	77	N/A	N/A
Female	204	100	20.2	48.6	31.1	86.3	86.4	80.9	N/A	N/A
Racial/Ethnic Group										
White	136	99.3	10.2	36.2	53.5	92.9	91.5	87.2	Yes	Yes
African American	247	100	27.7	55.4	17	80.8	74.4	66.7	Yes	Yes
Asian/Pacific Islander	14	100	N/AV	N/AV	N/AV	100	91.8	93	I/S	I/S
Hispanic	23	100	15.8	42.1	42.1	84.2	80.4	76	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	94.2	79.5	I/S	I/S
Disability Status										
Disabled	53	98.1	54.3	32.6	13	54.3	57.1	45.5	SWD	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	17	100	15.4	38.5	46.2	84.6	76.6	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	239	99.6	24.6	55.9	19.4	81.5	76.5	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

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
Science								
All Students	269	99.6	32.8	58.2	9	67.2	75.3	67.5
Gender								
Male	145	100	35.8	53.3	10.9	64.2	75	67
Female	124	99.2	29	64.5	6.5	71	75.8	68
Racial/Ethnic Group								
White	91	100	17.6	65.9	16.5	82.4	83.8	79.5
African American	151	99.3	44.8	51.5	3.7	55.2	57	50.3
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	86.4	84.3
Hispanic	17	100	20	66.7	13.3	80	70.5	60.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	83.3	71.2
Disability Status								
Disabled	35	100	66.7	26.7	6.7	33.3	42.2	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	12	100	I/S	I/S	I/S	I/S	66.7	59.6
Socio-Economic Status								
Subsided meals	149	99.3	41.9	54.3	3.9	58.1	59.9	55.1
Social Studies								
All Students	271	100	17.2	52.8	30	82.8	81.2	72.3
Gender								
Male	135	100	18.4	47.2	34.4	81.6	80.9	71.5
Female	136	100	16	58.4	25.6	84	81.4	73.2
Racial/Ethnic Group								
White	83	100	7.5	47.5	45	92.5	86.7	80.7
African American	166	100	23.8	55	21.2	76.2	69.9	60
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	91.5	88.5
Hispanic	12	100	I/S	I/S	I/S	I/S	73.6	68
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	95.2	72.2
Disability Status								
Disabled	28	100	54.2	29.2	16.7	45.8	53.1	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	74.6	67.9
Socio-Economic Status								
Subsided meals	151	100	23.1	55.2	21.6	76.9	70.6	62.1

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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	425	98.1	19.4	38.6	42	80.6	81.7	70.2	96.6	96.2
Gender										
Male	219	97.7	26.9	43.3	29.9	73.1	76	63.2	96.7	96.1
Female	206	98.5	11.4	33.5	55.1	88.6	87.5	77.5	96.5	96.3
Racial/Ethnic Group										
White	135	97	7.9	36.5	55.6	92.1	86.9	79.1	96.3	96
African American	251	98.4	25.8	40.4	33.8	74.2	70.9	57.6	96.7	96.4
Asian/Pacific Islander	14	100	14.3	28.6	57.1	85.7	88.6	86.2	98	97.1
Hispanic	23	100	26.3	36.8	36.8	73.7	78.9	62.6	96.7	96.4
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	88.4	68.7	96.2	95.8
Disability Status										
Disabled	51	84.3	76.9	17.9	5.1	23.1	37.7	26.1	96.2	95.1
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	98.1
English Proficiency										
Limited English Proficient	15	100	30.8	30.8	38.5	69.2	70.2	61.2	97.2	96.3
Socio-Economic Status										
Subsidized meals	238	98.3	26.1	40.3	33.6	73.9	70.2	58.9	96.1	95.5

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	161	100	14.4	24	61.6	85.6
	4	120	100	15.5	38.2	46.4	84.5
	5	141	99.3	20.8	50.8	28.5	79.2
	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							
2009	3	161	100	26.7	39.7	33.6	73.3
	4	120	100	10	57.3	32.7	90
	5	141	99.3	21.5	49.2	29.2	78.5
	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
Science							
2009	3	81	100	36.6	47.9	15.5	63.4
	4	119	100	27.5	63.3	9.2	72.5
	5	69	98.6	37.5	60.9	1.6	62.5
	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
Social Studies							
2009	3	81	100	21.1	43.4	35.5	78.9
	4	119	100	8.3	60.6	31.2	91.7
	5	71	100	27.7	50.8	21.5	72.3
	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	159	96.9	20.8	32.6	46.5	79.2
	4	121	98.4	13.8	43.1	43.1	86.2
	5	145	99.3	22.6	41.4	36.1	77.4
	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

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