

Windsor Elementary

9800 Dunbarton Drive
Columbia, SC 29223

Grades	PK-5 Elementary School	
Enrollment	615 Students	
Principal	Eric L. Jeffcoat	803-736-8723
Superintendent	Dr. Stephen Hefner	803-787-1910
Board Chair	Melinda Anderson	803-736-5530

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

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

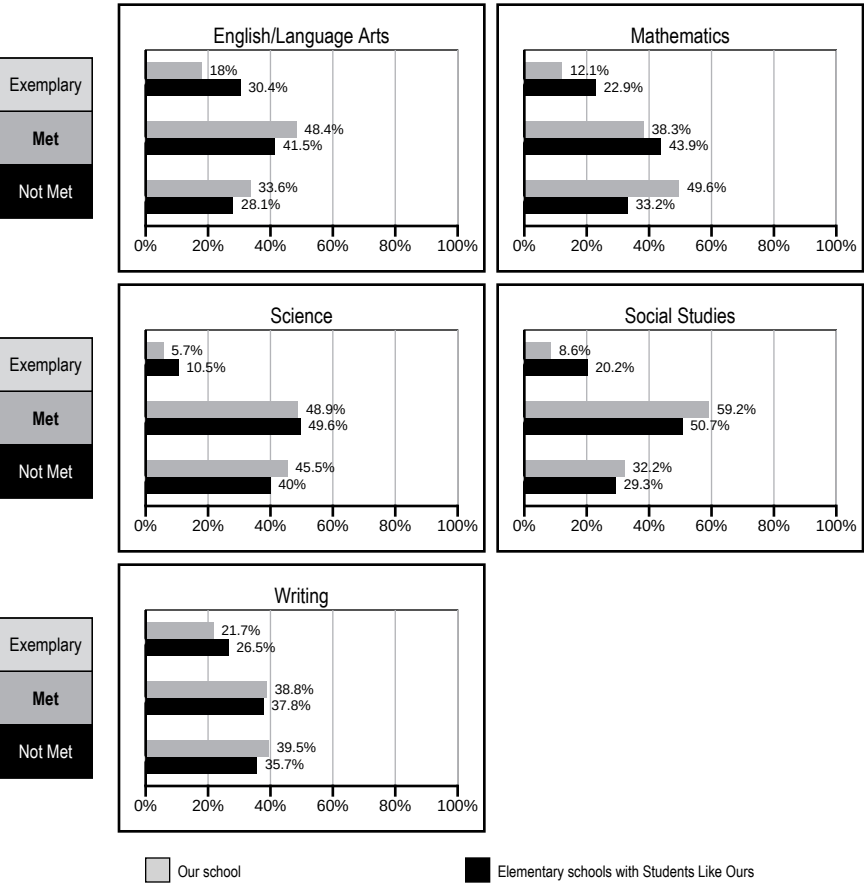
93.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	9	90	17	1

* 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=615)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.0%	Down from 2.2%	2.4%	1.9%
Attendance rate	96.4%	Down from 96.5%	96.1%	96.3%
Eligible for gifted and talented	4.5%	Up from 4.3%	7.5%	10.0%
With disabilities other than speech	8.2%	Down from 9.6%	8.9%	7.7%
Older than usual for grade	0.6%	Up from 0.2%	0.6%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=47)				
Teachers with advanced degrees	53.2%	Up from 53.1%	57.7%	59.4%
Continuing contract teachers	48.9%	Up from 42.9%	81.8%	80.0%
Teachers with emergency or provisional certificates	0.0%	Down from 3.4%	0.0%	0.0%
Teachers returning from previous year	52.2%	Down from 57.1%	86.3%	85.9%
Teacher attendance rate	92.3%	Down from 94.1%	95.0%	95.1%
Average teacher salary*	\$42,472	Up 4.9%	\$46,636	\$47,149
Professional development days/teacher	19.9 days	Up from 15.6 days	11.7 days	11.1 days
School				
Principal's years at school	3.5	Up from 2.5	5.0	4.0
Student-teacher ratio in core subjects	17.4 to 1	Down from 20.1 to 1	18.5 to 1	18.8 to 1
Prime instructional time	87.1%	Down from 89.0%	90.0%	90.4%
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	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,001	Up 5.5%	\$7,454	\$7,458
Percent of expenditures for instruction**	70.4%	Up from 70.1%	68.7%	68.8%
Percent of expenditures for teacher salaries**	66.3%	Down from 68.0%	61.7%	63.2%

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

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Several new programs were added at Windsor to meet the needs of individual students and to meet the needs of the school's diverse population. The programs which were added meet the social, emotional, physical, and intellectual needs of the students.

Advanced Placement at Windsor (APAW) was created to advance students who are excelling academically and who needed an extra challenge to move them to the next academic level. Two single-gender classes were created to meet the unique needs of boys and the unique needs of girls. Paw to Paw, a mentoring program, was created to provide additional support to individual students.

A third computer lab was created to give more students an opportunity to use the computer lab. A computer program, FASTT Math, was purchased for students to practice their math facts, and it provides reports for students and parents to monitor each child's progress. Kindergarten, first grade, and second grade teachers are using a computer program by Wireless Generation on PDAs to assess the progress of students' reading fluency.

A series of murals featuring the Lifelong Guidelines and LIFESKILLS was added to the cafeteria. Another mural was added which features the updated wildcat mascot.

Windsor had its first Father-Daughter dance sponsored by the Windsor Educational Foundation and its first Family Game Night sponsored by the PTA.

Windsor received numerous grants which provided resources and materials for the classroom. A grant from Bi-Lo paid for a cultural field trip to see the musical Soulful Noel. Another grant provided fresh fruits and vegetables four days a week for every student. Windsor received over \$195,000 from grants, which was the highest total dollar amount of grants received by any school in the district.

Based on MAP, DRA, DIBELS, and SRI assessments which measure reading fluency, reading comprehension, and math skills, the students had significant growth in all areas.

With the support of the Windsor community, Windsor continues to be a place where children learn, grow, and dream.

Eric L. Jeffcoat, principal
Andrena McFadden, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	22	73	45
Percent satisfied with learning environment	81.8%	87.7%	91.1%
Percent satisfied with social and physical environment	95.5%	84.9%	91.1%
Percent satisfied with school-home relations	63.6%	91.8%	88.9%

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

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

No Child Left Behind

School Adequate Yearly Progress	YES
---------------------------------	-----

This school met 13 out of 13 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. 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	1.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.6%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.4%	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
--	-------------------------------	----------	-----------	-------	-------------	----------------------------	------------------------------	---------------------------	---------------------------	-----------------------------

English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	282	100	33.6	48.4	18	77.3	86	82.8	Yes	Yes
Gender										
Male	149	100	40.4	44.1	15.4	72.8	82.8	79.3	N/A	N/A
Female	133	100	25.8	53.3	20.8	82.5	89.3	86.5	N/A	N/A
Racial/Ethnic Group										
White	31	100	17.9	57.1	25	85.7	94.5	89.5	I/S	I/S
African American	217	100	35	48.2	16.8	76.1	81.9	73.7	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	92.2	92.3	I/S	I/S
Hispanic	27	100	44	44	12	76	78.3	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	71.4	82.5	I/S	I/S
Disability Status										
Disabled	38	100	N/AV	N/AV	N/AV	35.3	51.6	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	28	100	46.2	34.6	19.2	73.1	80.4	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	205	100	40.2	45.1	14.7	73.9	77.8	75.5	Yes	Yes

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

All Students	282	100	49.6	38.3	12.1	62.5	80.9	78.9	Yes	Yes
Gender										
Male	149	100	49.3	38.2	12.5	63.2	78.4	77	N/A	N/A
Female	133	100	50	38.3	11.7	61.7	83.5	80.9	N/A	N/A
Racial/Ethnic Group										
White	31	100	39.3	32.1	28.6	67.9	93.2	87.2	I/S	I/S
African American	217	100	51.8	39.6	8.6	59.9	74.4	66.7	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	94.1	93	I/S	I/S
Hispanic	27	100	48	44	8	76	74.9	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	78.6	79.5	I/S	I/S
Disability Status										
Disabled	38	100	N/AV	N/AV	N/AV	17.6	46.8	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	28	100	42.3	42.3	15.4	80.8	80.1	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	205	100	52.7	37.5	9.8	60.9	70.6	70.2	Yes	Yes

* 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

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	196	99.5	45.1	49.1	5.7	54.9	73.4	67.5
Gender								
Male	108	100	42.9	52	5.1	57.1	72.4	67
Female	88	98.9	48.1	45.5	6.5	51.9	74.5	68
Racial/Ethnic Group								
White	20	100	16.7	66.7	16.7	83.3	91.1	79.5
African American	151	99.3	49.6	45.9	4.5	50.4	64.1	50.3
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	88.2	84.3
Hispanic	21	100	47.6	47.6	4.8	52.4	67.1	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	63.6	71.2
Disability Status								
Disabled	24	100	N/AV	N/AV	N/AV	35	41.7	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	20	100	40	55	5	60	69.4	59.6
Socio-Economic Status								
Subsided meals	140	100	50.8	43.5	5.6	49.2	59	55.1

Social Studies

All Students	190	100	32.2	59.2	8.6	67.8	79.1	72.3
Gender								
Male	96	100	28.7	64.4	6.9	71.3	77.8	71.5
Female	94	100	35.6	54	10.3	64.4	80.3	73.2
Racial/Ethnic Group								
White	19	100	44.4	38.9	16.7	55.6	90.6	80.7
African American	146	100	32.3	60.9	6.8	67.7	72.9	60
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	88.4	88.5
Hispanic	19	100	23.5	70.6	5.9	76.5	74.8	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	26	100	N/AV	N/AV	N/AV	28	50.2	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	21	100	26.3	57.9	15.8	73.7	77.9	67.9
Socio-Economic Status								
Subsided meals	141	100	35.4	57.7	6.9	64.6	68.6	62.1

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

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	278	99.6	39.3	38.9	21.8	60.7	75.5	70.2	96.4	97.4
Gender										
Male	148	99.3	48.9	32.8	18.2	51.1	69	63.2	96.3	97.3
Female	130	100	28.3	45.8	25.8	71.7	82.3	77.5	96.4	97.5
Racial/Ethnic Group										
White	31	96.8	40.7	37	22.2	59.3	88.1	79.1	95.6	97.3
African American	212	100	38.1	39.6	22.3	61.9	68.9	57.6	96.6	97.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	90.6	86.2	96.3	98
Hispanic	27	100	52	36	12	48	67.1	62.6	96.5	96.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	86.7	68.7	94.9	97.1
Disability Status										
Disabled	37	97.3	N/AV	N/AV	N/AV	6.3	29.4	26.1	95.7	96.7
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	98.9
English Proficiency										
Limited English Proficient	28	100	46.2	34.6	19.2	53.8	70.4	61.2	96.5	97.4
Socio-Economic Status										
Subsidized meals	204	100	42.8	38	19.3	57.2	62.3	58.9	96.2	96.8

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	98	100	31.4	43	25.6	68.6
	4	104	100	39.8	46.2	14	60.2
	5	80	100	28.6	57.1	14.3	71.4
	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
Mathematics							
2009	3	98	100	53.5	30.2	16.3	46.5
	4	104	100	43	41.9	15.1	57
	5	80	100	53.2	42.9	3.9	46.8
	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	52	100	40.9	54.5	4.5	59.1
	4	104	100	46.8	46.8	6.4	53.2
	5	40	97.5	45.9	48.6	5.4	54.1
	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
Social Studies							
2009	3	46	100	21.4	69	9.5	78.6
	4	104	100	28	61.3	10.8	72
	5	40	100	53.8	43.6	2.6	46.2
	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
Writing							
2009	3	96	100	37.9	40.2	21.8	62.1
	4	102	100	45.7	34	20.2	54.3
	5	80	98.8	32.9	43.4	23.7	67.1
	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

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample