



OAKWOOD-WINDSOR ELEMENTARY

3773 Charleston Highway
Aiken, SC 29801

Grades	PK-5 Elementary School	
Enrollment	491 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 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Good*
2009	Average	Average
2008	Average	Below Average
2007	Average	At-Risk
2006	Average	Below Average

* The School's 2010 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

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

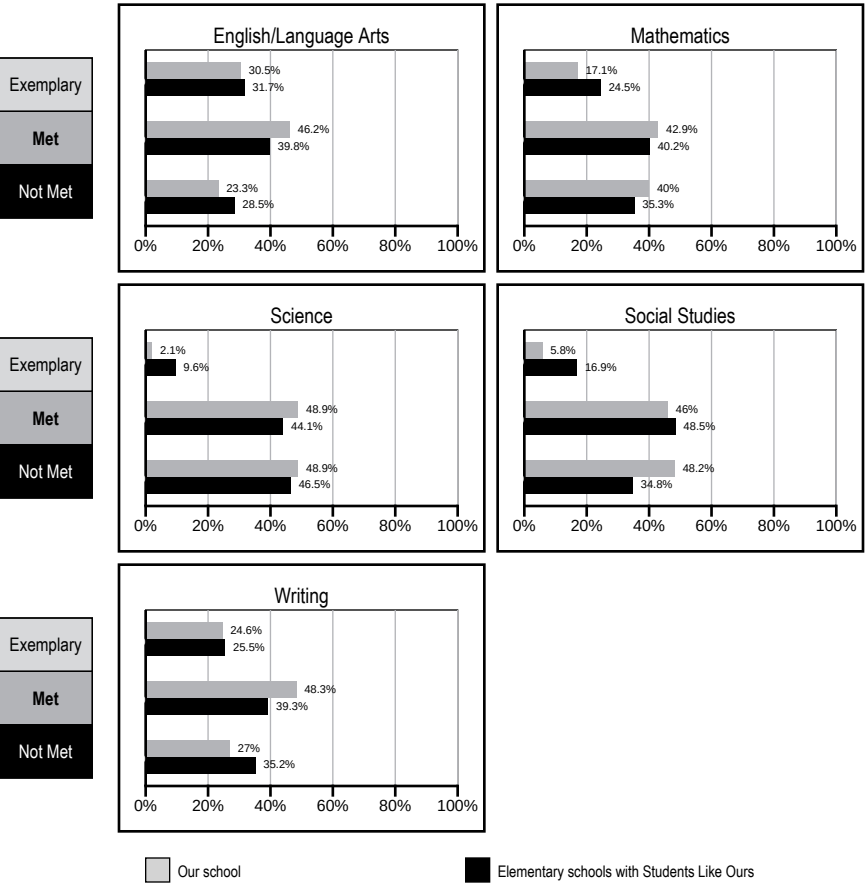
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 95.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	8	95	23	6

* Ratings are calculated with data available by 03/09/2011.

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=491)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.6%	Down from 6.1%	1.7%	1.2%
Attendance rate	95.4%	Up from 95.0%	95.7%	96.1%
Eligible for gifted and talented	8.3%	Up from 6.5%	7.2%	11.7%
With disabilities other than speech	8.2%	Down from 9.4%	8.9%	8.0%
Older than usual for grade	0.8%	Down from 1.4%	0.7%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=38)				
Teachers with advanced degrees	71.1%	Down from 77.5%	58.5%	60.5%
Continuing contract teachers	84.2%	Down from 87.5%	83.3%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	89.5%	Down from 92.5%	85.2%	87.0%
Teacher attendance rate	89.9%	Down from 95.0%	95.1%	95.4%
Average teacher salary*	\$48,770	Down 5.7%	\$46,360	\$47,288
Professional development days/teacher	4.1 days	Down from 8.1 days	10.9 days	10.5 days
School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	21.8 to 1	Up from 15.3 to 1	19.0 to 1	19.2 to 1
Prime instructional time	84.4%	Down from 94.9%	90.0%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.9%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,702	Down 4.2%	\$7,802	\$7,548
Percent of expenditures for instruction**	72.0%	Down from 76.1%	68.2%	68.7%
Percent of expenditures for teacher salaries**	69.9%	Up from 60.4%	64.4%	65.1%

* 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

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 and feel proud to be a member of the OWES learning community.

This year we began the implementation of our district's literacy model with a focus on helping every child become a successful reader and writer. To foster a love for reading in our school, we implemented a school-wide theme: OWES.....Where Reading and Learning are Treasured. Students, parents, and faculty at Oakwood-Windsor Elementary School love and enjoy reading. Reading is encouraged through daily read-alouds of different genres, on-site book clubs for students and parents, and semi-flex scheduling in the library. On the morning news, students highlighted books and read to the entire school. Students read to the principal on a weekly basis and were able to choose books from the treasure chest to read and return at anytime. Our first literary magazine was produced this school year, highlighting over 90 students' writing and artwork.

To meet our school goals, our family nights centered on literacy, special holidays, science, math, technology, family heritage, and the arts. Students were honored with celebrations such as quarterly honor roll parties, Good Citizens, Terrific Kids, and Lunch/Walk with the Principals. Weekly Beagle Bone winners were recognized for demonstrating good character. Staff development was provided for our faculty/staff on early release days once a month to support our district's literacy initiative.

Assistance initiatives to support students with academic difficulties included Reading Recovery, literacy groups for second graders, small group instruction, a full day Pre-K program, EAA afterschool tutoring, and our afterschool 21st Century Learning Center. During our 120 minute literacy block, certified and classified staff provided support for struggling students using a push-in model.

Using data to drive instruction continued to be one of our areas of focus. Student test data in grades 1-5 was collected three times a year using the Measures of Academic Progress (MAP) in reading and math. The Dominic assessment was used in grades K-5 to assess reading. Teachers used the data to focus on individual needs of students and provide small group instruction. One of our goals for 2010-2011 will be to find ways to use MAP/Dominic more effectively to help narrow the achievement gap between different groups of students.

OWES is both fortunate and grateful to have excellent teaching and support staff, parents, and students. Our PTO and SIC have provided additional support to our students and staff. That's what makes us "The Best Little School in the Country.....Where Reading and Learning are Treasured!"

Janice Kitchings, Principal
Kim Stokes, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	26	74	60
Percent satisfied with learning environment	73.1%	90.4%	95.0%
Percent satisfied with social and physical environment	92.3%	87.5%	89.8%
Percent satisfied with school-home relations	76.9%	91.9%	91.5%

* 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	1.1%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	2.4%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.4%	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
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	230	99.6	23.1	46.7	30.2	88.7	85.1	83.5	Yes	Yes
Gender										
Male	99	99	31.5	42.4	26.1	79.3	82.1	80.1	N/A	N/A
Female	131	100	16.7	50	33.3	95.8	88.2	87	N/A	N/A
Racial/Ethnic Group										
White	130	99.2	20.9	43.5	35.7	91.3	89.8	89.6	Yes	Yes
African American	65	100	25.4	49.2	25.4	87.3	77.6	74.6	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	95.1	92.7	I/S	I/S
Hispanic	34	100	27.3	54.5	18.2	81.8	81.9	79.6	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	93.3	85.1	I/S	I/S
Disability Status										
Disabled	29	96.6	61.5	30.8	7.7	69.2	50.3	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	31	100	30	53.3	16.7	80	81.1	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	175	100	25	48.8	26.2	86.9	79.4	76.9	Yes	Yes

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

All Students	230	100	39.6	43.4	17	76.4	79.8	80.4	Yes	Yes
Gender										
Male	99	100	37	45.7	17.4	79.3	78.1	78.4	N/A	N/A
Female	131	100	41.7	41.7	16.7	74.2	81.6	82.5	N/A	N/A
Racial/Ethnic Group										
White	130	100	37.4	44.3	18.3	81.7	86.1	87.8	Yes	Yes
African American	65	100	41.3	44.4	14.3	69.8	70	69.3	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	91.4	93.5	I/S	I/S
Hispanic	34	100	45.5	36.4	18.2	69.7	76.9	78.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	83.3	83.2	I/S	I/S
Disability Status										
Disabled	29	100	73.1	23.1	3.8	42.3	43.1	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	31	100	46.7	40	13.3	70	76.4	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	175	100	42.3	41.1	16.7	73.2	72.1	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	156	100	48.6	48.6	2.8	51.4	65.3	67.3
Gender								
Male	68	100	N/A	N/A	N/A	53.2	65.8	66.9
Female	88	100	50	45	5	50	64.8	67.7
Racial/Ethnic Group								
White	88	100	46.8	48.1	5.2	53.2	76.4	79.6
African American	42	100	N/A	N/A	N/A	50	48.8	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	87.2	84.4
Hispanic	25	100	N/A	N/A	N/A	45.8	53.1	59.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	70.6	69.5
Disability Status								
Disabled	22	100	63.2	31.6	5.3	36.8	29.9	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
English Proficiency								
Limited English Proficient	22	100	N/A	N/A	N/A	47.6	53.7	58.6
Socio-Economic Status								
Subsidized meals	119	100	52.6	45.6	1.8	47.4	53	55.4

Social Studies								
All Students	153	100	47.9	46.4	5.7	52.1	66.2	70.9
Gender								
Male	69	100	43.8	46.9	9.4	56.3	66.5	70.1
Female	84	100	51.3	46.1	2.6	48.7	66	71.7
Racial/Ethnic Group								
White	83	100	52.1	39.7	8.2	47.9	73.7	79.2
African American	43	100	46.3	51.2	2.4	53.7	53.7	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	80.3	86.8
Hispanic	26	100	40	56	4	60	65.8	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	81.8	71.2
Disability Status								
Disabled	18	100	N/A	N/A	N/A	31.3	31.4	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
English Proficiency								
Limited English Proficient	25	100	41.7	54.2	4.2	58.3	65.1	68
Socio-Economic Status								
Subsidized meals	115	100	49.1	45.5	5.5	50.9	55.5	60.8

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	227	98.2	26.3	48.8	24.9	73.7	73.1	72.1	95.4	95.9
Gender										
Male	98	98	34.1	48.4	17.6	65.9	66.6	65.2	95.7	95.8
Female	129	98.5	20.3	49.2	30.5	79.7	80	79.2	95.2	96
Racial/Ethnic Group										
White	129	98.5	25.4	50	24.6	74.6	79.8	80.8	94.8	95.7
African American	63	96.8	24.6	45.9	29.5	75.4	62.9	59.7	96.2	96
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	86.4	87	91.7	97.6
Hispanic	34	100	33.3	51.5	15.2	66.7	66.1	64.6	96.4	96.2
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	80.6	73.4	91.3	96.4
Disability Status										
Disabled	32	90.6	N/AV	N/AV	N/AV	42.3	24.3	27.7	94	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	95.6
English Proficiency										
Limited English Proficient	31	100	33.3	53.3	13.3	66.7	65.3	63.7	96.5	96.5
Socio-Economic Status										
Subsidized meals	175	98.3	30.1	46.4	23.5	69.9	63.6	61.9	95.2	95.3

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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
2010	3	68	98.5	29.2	35.4	35.4	70.8
	4	80	100	16.9	53.5	29.6	83.1
	5	82	100	23.7	50	26.3	76.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	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
2010	3	68	100	53.8	30.8	15.4	46.2
	4	80	100	21.1	59.2	19.7	78.9
	5	82	100	44.7	39.5	15.8	55.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	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
2010	3	35	100	73.5	20.6	5.9	26.5
	4	79	100	31.4	67.1	1.4	68.6
	5	42	100	57.9	39.5	2.6	42.1
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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
2010	3	33	100	67.7	25.8	6.5	32.3
	4	80	100	26.8	67.6	5.6	73.2
	5	40	100	71.1	23.7	5.3	28.9
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	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
2010	3	69	97.1	42.2	45.3	12.5	57.8
	4	77	98.7	14.3	57.1	28.6	85.7
	5	81	98.8	24	44	32	76
	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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