



WINDSOR HILL ELEMENTARY

8600 William Moultrie Drive
North Charleston, South

Grades	PK-5 Elementary School	
Enrollment	872 Students	
Principal	Mary Davies	843-760-9820
Superintendent	Joseph R. Pye	843-873-2901
Board Chair	Frances Townsend	843-873-1341

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Good	Average
2009	Average	Average
2008	Average	Below Average
2007	Average	Below Average
2006	Good	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

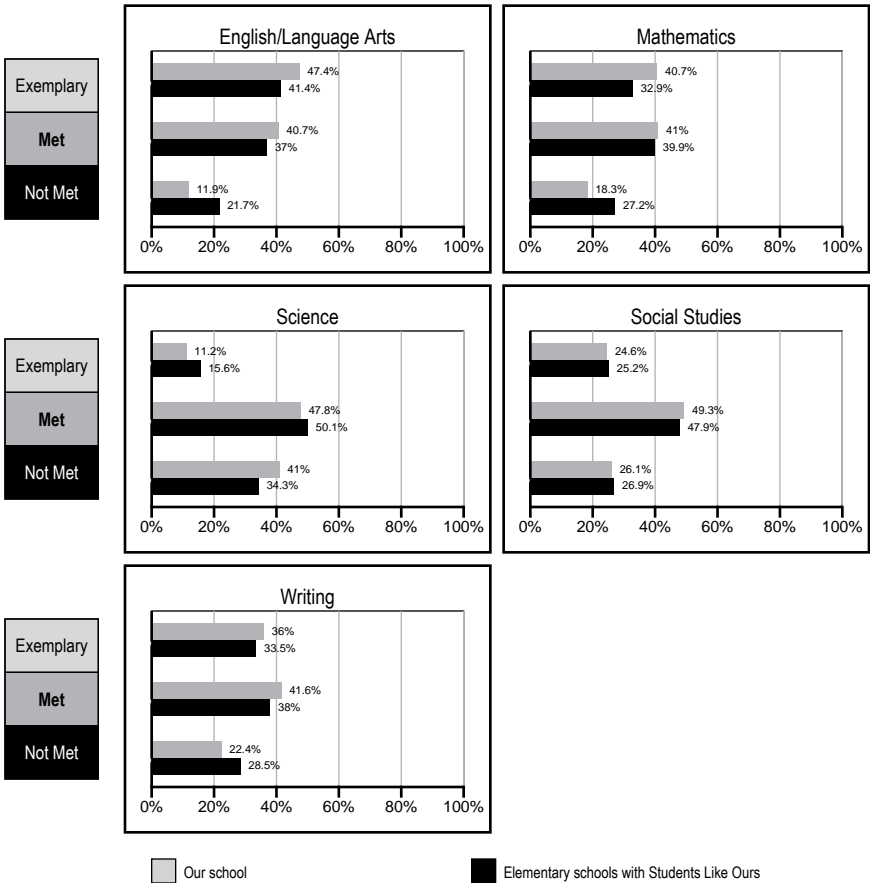
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 96.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
8	29	73	1	0

* 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=872)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.1%	Down from 1.3%	1.1%	1.2%
Attendance rate	96.7%	Up from 96.6%	96.0%	96.1%
Eligible for gifted and talented	11.9%	Up from 10.8%	12.0%	11.7%
With disabilities other than speech	6.1%	Down from 7.2%	8.5%	8.0%
Older than usual for grade	0.6%	No Change	0.4%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	4.1%	Down from 4.5%	0.0%	0.0%
Teachers (n=61)				
Teachers with advanced degrees	52.5%	Up from 50.0%	59.2%	60.5%
Continuing contract teachers	75.4%	Up from 60.6%	85.7%	84.6%
Teachers with emergency or provisional certificates	2.0%	Down from 3.9%	0.0%	0.0%
Teachers returning from previous year	80.7%	Up from 77.4%	88.6%	87.0%
Teacher attendance rate	93.6%	Down from 94.6%	95.3%	95.4%
Average teacher salary*	\$44,119	Up 2.2%	\$47,021	\$47,288
Professional development days/teacher	11.1 days	Down from 12.0 days	10.1 days	10.5 days
School				
Principal's years at school	4.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	18.7 to 1	Up from 17.1 to 1	19.4 to 1	19.2 to 1
Prime instructional time	88.9%	Down from 89.8%	90.5%	90.8%
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	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$7,479	Down 0.4%	\$7,288	\$7,548
Percent of expenditures for instruction**	64.3%	Down from 64.9%	67.4%	68.7%
Percent of expenditures for teacher salaries**	61.7%	Up from 61.2%	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

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

Report of Principal and School Improvement Council

Windsor Hill Arts Infused Elementary School is proud to be part of our progressive district, Dorchester School District Two. We serve our diverse population of 874 pre-school through 5th grade students through an arts integrated curriculum. We are committed to creating professional learning communities and utilizing best practices through technological resources to achieve academic success.

Our PTA, School Improvement Council, 60 reading mentors, and 51 business partners contribute to the energy and success of our Windsor Hill students and programs. We have been named a Red Carpet School for the second time, and we reached our goal of achieving Adequate Yearly Progress (AYP). We have been recognized by the Red Cross, American Cancer Society, and American Heart Association for our labors towards national and international needs. In our efforts to incorporate the arts throughout our curriculum, we received a Distinguished Arts Program (DAP) Grant and have been named an Arts in Basic Curriculum (ABC) School. We offer each student a semester of 2-D and 3-D art, drama, dance, vocal and instrumental music, and team and individual sports. Windsor Hill Arts Infused Elementary students have choral, drumming, dance and art club experiences available to them and have performed in various venues throughout the community. This year, we were bestowed the great honor of being one of five schools across the United States named as a recipient of the Kennedy Center National School of Distinction in Arts Education award.

The involvement of all parents continues to be one of our goals at Windsor Hill. We know it is a vital key to student success. Monthly parenting classes, communicating through a weekly newsletter and our Parent Link communication system, and frequent home visits help to inform parents of upcoming events. To address the challenge of bringing up math scores, we are continuing to support computer programs like Compass, FASTT Math, and Voyager, as well as a math fluency program. To enhance our differentiated instruction, 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 Positive Behavior Interventions and Supports (PBIS) approach to classroom management. Online book studies have been a valuable staff development tool for teachers to enhance their skills of classroom management and positive behavioral techniques.

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

Mary Davies, Principal
Antoinette Green, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	61	126	54
Percent satisfied with learning environment	98.4%	85.4%	94.4%
Percent satisfied with social and physical environment	98.4%	84.0%	87.0%
Percent satisfied with school-home relations	96.7%	86.8%	88.7%

* 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

NO

This school met 20 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. 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	0.6%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.7%	94.0%*	Yes

* Or greater than last year

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*	Performance Objective Met	Participation Objective Met
--	-------------------------------	----------	-----------	-------	-------------	----------------------------	------------------------------	---------------------------	---------------------------	-----------------------------

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

All Students	453	100	11.6	40.4	47.9	92.7	89.1	83.5	Yes	Yes
Gender										
Male	240	100	14.3	38.2	47.5	91.7	86.1	80.1	N/A	N/A
Female	213	100	8.7	42.9	48.5	93.9	92.1	87	N/A	N/A
Racial/Ethnic Group										
White	134	100	6.3	31	62.7	96	93	89.6	Yes	Yes
African American	277	100	14	47.6	38.4	91.2	81.6	74.6	Yes	Yes
Asian/Pacific Islander	16	100	N/A	N/A	N/A	100	94.5	92.7	I/S	I/S
Hispanic	24	100	23.8	28.6	47.6	85.7	84.1	79.6	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	95.8	85.1	I/S	I/S
Disability Status										
Disabled	46	100	37.2	41.9	20.9	69.8	57.3	51.7	Yes	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	20	100	11.8	41.2	47.1	94.1	82.1	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	287	100	14.4	45.9	39.7	91.4	83.1	76.9	Yes	Yes

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

All Students	453	100	17.9	41.2	40.9	88.6	87.2	80.4	Yes	Yes
Gender										
Male	240	100	18.4	39.6	41.9	88	85.5	78.4	N/A	N/A
Female	213	100	17.3	42.9	39.8	89.3	88.9	82.5	N/A	N/A
Racial/Ethnic Group										
White	134	100	8.7	27.8	63.5	96	92	87.8	Yes	Yes
African American	277	100	23.6	47.6	28.8	84.8	77.5	69.3	Yes	Yes
Asian/Pacific Islander	16	100	N/A	N/A	N/A	100	94.5	93.5	I/S	I/S
Hispanic	24	100	19	57.1	23.8	81	86.1	78.3	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	93.1	83.2	I/S	I/S
Disability Status										
Disabled	46	100	51.2	23.3	25.6	53.5	55	46.1	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	20	100	5.9	52.9	41.2	94.1	86.8	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	287	100	22.6	46.3	31.1	85.2	80.3	72.8	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	314	100	40.1	47.2	12.7	59.9	74.7	67.3
Gender								
Male	159	100	39	44	17	61	74.2	66.9
Female	155	100	41.3	50.3	8.4	58.7	75.3	67.7
Racial/Ethnic Group								
White	91	100	15.5	57.1	27.4	84.5	84.1	79.6
African American	189	100	54.7	39.4	5.9	45.3	56.5	49.7
Asian/Pacific Islander	13	100	N/A	N/A	N/A	90.9	90.4	84.4
Hispanic	19	100	41.2	41.2	17.6	58.8	69	59.4
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	80.8	69.5
Disability Status								
Disabled	33	100	61.3	19.4	19.4	38.7	39.4	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	12	100	I/S	I/S	I/S	I/S	58.5	58.6
Socio-Economic Status								
Subsidized meals	197	100	49.7	42.3	8	50.3	61.8	55.4
Social Studies								
All Students	312	100	25.8	49.1	25.1	74.2	78.8	70.9
Gender								
Male	165	100	28.9	46.3	24.8	71.1	77.8	70.1
Female	147	100	22.4	52.2	25.4	77.6	79.8	71.7
Racial/Ethnic Group								
White	93	100	17	44.3	38.6	83	84.6	79.2
African American	193	100	29.7	51.7	18.6	70.3	67.5	58.4
Asian/Pacific Islander	11	100	I/S	I/S	I/S	I/S	90.1	86.8
Hispanic	15	100	50	42.9	7.1	50	74.4	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	82.5	71.2
Disability Status								
Disabled	34	100	48.4	32.3	19.4	51.6	44.2	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	16	100	N/A	N/A	N/A	64.3	69.1	68
Socio-Economic Status								
Subsidized meals	192	100	31.8	51.2	17.1	68.2	69.2	60.8

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 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	443	98	21.8	41.9	36.2	78.2	82.9	72.1	96.7	96
Gender										
Male	232	98.3	26.1	43.1	30.8	73.9	77.4	65.2	96.8	96
Female	211	97.6	17.2	40.6	42.2	82.8	88.6	79.2	96.5	96.1
Racial/Ethnic Group										
White	132	97.7	12.3	37.7	50	87.7	88.2	80.8	96.3	95.8
African American	270	97.8	27.5	45.1	27.5	72.5	73.1	59.7	96.8	96.4
Asian/Pacific Islander	16	100	N/AV	N/AV	N/AV	100	90.5	87	97.3	97
Hispanic	23	100	28.6	52.4	19	71.4	75.2	64.6	96.5	96.1
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	90.1	73.4	96.1	95.5
Disability Status										
Disabled	45	86.7	72.2	19.4	8.3	27.8	37.7	27.7	95.4	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	20	100	17.6	58.8	23.5	82.4	71.4	63.7	97.5	96.5
Socio-Economic Status										
Subsidized meals	277	98.6	26.2	47.2	26.6	73.8	74.1	61.9	96.3	95.5

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	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
2010	3	145	100	4.4	36.8	58.8	95.6
	4	171	100	16.7	40	43.3	83.3
	5	135	100	13.6	45.6	40.8	86.4
	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	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
2010	3	145	100	22.8	30.9	46.3	77.2
	4	171	100	18.7	45.3	36	81.3
	5	135	100	12	47.2	40.8	88
	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	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
2010	3	73	100	50	35.3	14.7	50
	4	171	100	41.1	50.3	8.6	58.9
	5	69	100	28.1	53.1	18.8	71.9
	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

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
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
2010	3	72	100	22.1	48.5	29.4	77.9
	4	171	100	23.8	49.7	26.5	76.2
	5	68	100	34.9	49.2	15.9	65.1
	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
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
2010	3	144	97.9	25.6	36.1	38.3	74.4
	4	166	97.6	25.2	41.5	33.3	74.8
	5	133	98.5	13.8	48.8	37.4	86.2
	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

Abbreviations for Missing Data

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