



OAKWOOD-WINDSOR ELEMENTARY

3773 Charleston Highway
Aiken, SC 29801

Grades	PK-5 Elementary School	
Enrollment	478 Students	
Principal	Debra McCord	803-641-2560
Superintendent	Dr. Elizabeth Everitt	803-641-2428
Board Chair	Ms. Rosemary B. English	803-648-1126

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Below Average	Average
2010	Average	Good
2009	Average	Average
2008	Average	Below Average
2007	Average	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 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.

<http://ed.sc.gov>
<http://eoc.sc.gov>

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

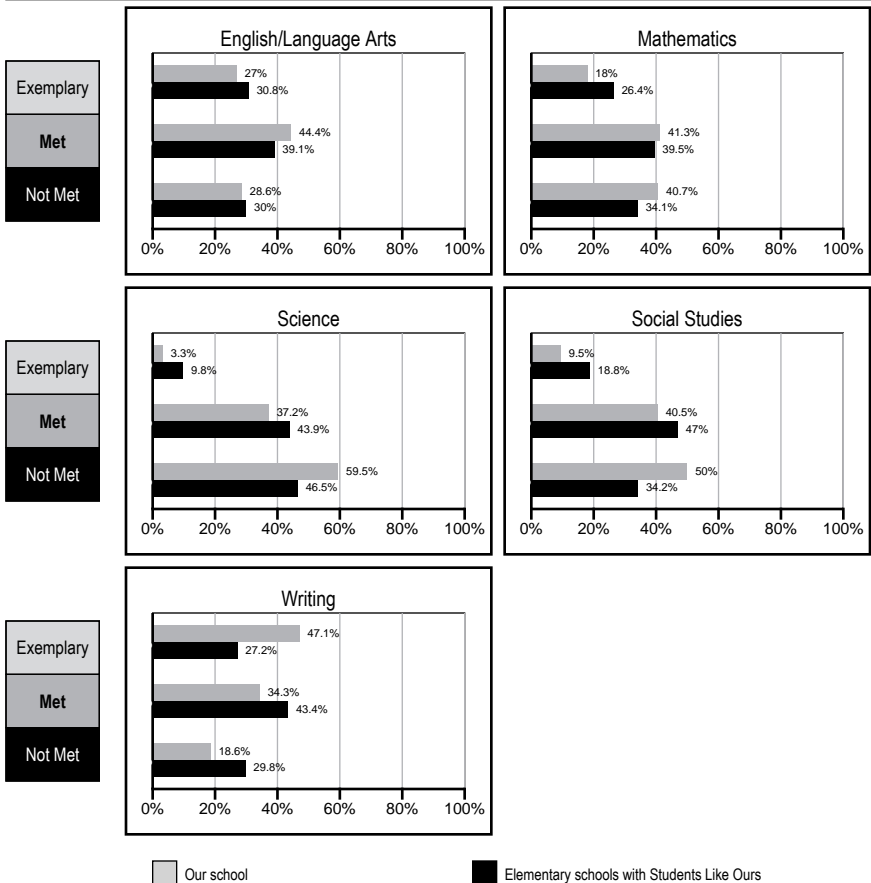
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 95.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
4	11	95	27	6

* Ratings are calculated with data available by 11/09/2011.

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=478)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.2%	Down from 1.6%	1.4%	1.1%
Attendance rate	96.1%	Up from 95.4%	95.9%	96.2%
Served by gifted and talented program	8.0%	Down from 8.3%	8.3%	13.4%
With disabilities other than speech	3.6%	Down from 8.2%	4.5%	4.1%
Older than usual for grade	0.4%	Down from 0.8%	0.5%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.2%	Up from 0.0%	0.0%	0.0%
Teachers (n=35)				
Teachers with advanced degrees	74.3%	Up from 71.1%	61.9%	62.5%
Continuing contract teachers	85.7%	Up from 84.2%	85.6%	88.2%
Teachers returning from previous year	85.7%	Down from 89.5%	86.4%	87.8%
Teacher attendance rate	93.1%	Up from 89.9%	95.1%	95.2%
Average teacher salary*	\$49,399	Up 1.3%	\$46,695	\$46,773
Professional development days/teacher	10.5 days	Up from 4.1 days	10.3 days	10.5 days
School				
Principal's years at school	1.0	Down from 3.0	4.0	4.0
Student-teacher ratio in core subjects	23.5 to 1	Up from 21.8 to 1	18.3 to 1	19.9 to 1
Prime instructional time	88.5%	Up from 84.4%	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	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$7,320	Down 5.0%	\$7,797	\$7,447
Percent of expenditures for instruction**	74.3%	Up from 72.0%	67.9%	68.4%
Percent of expenditures for teacher salaries**	71.0%	Up from 69.9%	64.7%	65.8%

* 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

Oakwood-Windsor Elementary School strives for academic excellence while providing a nurturing, close-knit environment for every child at the school. We value our reputation as "The Best Little School in the Country" and our ability to know each and every child on a personal level, enabling us to fully understand each child's strengths and weaknesses.

During the 2010-2011 school year we served children in not only 4K-5th grade, but we also housed a PALS class which served preschool children with language delays and a special needs preschool class. We provided a variety of programs throughout the year to support and enhance academic achievement including, Accelerated Reader incentive days, Science Night, Night of the Arts, Winter Wonderland Musical, Reading Recovery, CAI Lab, Spelling Bee, grade level field trips, MAP rewards, Honor Roll Celebrations, Heritage Day, Grandparent's Day, and an afterschool program. We believe these programs played an essential role in the achievement of students at Oakwood-Windsor Elementary School.

At Oakwood-Winsor, we continue to foster a love for reading. We have continued learning together and implementing the Aiken County Literacy Model to help every child become successful readers and thinkers. Reading is encouraged through read-alouds, independent reading time, shared and guided reading. Through class time and library time students are introduced to various genres, themes, authors, and topics. Students read with the principal to show off their reading skills. Students are rewarded for reaching their personalized reading goals throughout the year.

This year a high priority was to provide as much assistance as possible to children with academic difficulties. Through the use of small group instruction, Reading Recovery, Title I intervention personnel, EAA reading and math tutor, paraprofessionals providing direct intervention, and pull-out groups we were able to provide support to struggling students and address various needs in reading and math.

Through all these programs and activities, we are achieving PASS scores that meet district and state averages. Oakwood-Windsor Elementary was the recipient of the Palmetto Silver Award for overall performance. We also continue to meet the required achievement goals enabling us to make Adequate Yearly Progress. We are pleased with the progress being made and are looking forward to an even better future. We are very grateful to have excellent teachers, paraprofessionals, parents and students. We will continue striving to be "The Best Little School in the Country!"

Debra McCord, Principal
Kim Stokes, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	21	71	51
Percent satisfied with learning environment	71.4%	90.1%	87.2%
Percent satisfied with social and physical environment	95.2%	88.7%	88.0%
Percent satisfied with school-home relations	66.7%	88.7%	88.0%

* 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

NO

This school met 14 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

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	0.8%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.4%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.1%	94.0%**	Yes

* Or greater than last year

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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*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	211	98.6	28	45	27	84.1	82.9	82.4	Yes	Yes
Gender										
Male	115	99.1	36.5	43.3	20.2	77.9	79.3	78.7	N/A	N/A
Female	96	97.9	17.6	47.1	35.3	91.8	86.9	86.2	N/A	N/A
Racial/Ethnic Group										
White	114	98.3	26.7	42.6	30.7	85.1	87.5	88.9	Yes	Yes
African American	56	98.2	34	47.2	18.9	81.1	75.5	72.9	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	93.3	93	I/S	I/S
Hispanic	39	100	24.2	48.5	27.3	84.8	81.2	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	95.7	83	I/S	I/S
Disability Status										
Disabled	23	100	N/AV	N/AV	N/AV	55	43.7	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	37	100	25.8	48.4	25.8	83.9	79.5	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	173	98.3	32.7	45.1	22.2	81.7	76.8	75.4	Yes	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	211	98.6	39.7	42.3	18	74.1	80.6	81.9	No	Yes
Gender										
Male	115	99.1	41.3	44.2	14.4	69.2	79	79.9	N/A	N/A
Female	96	97.9	37.6	40	22.4	80	82.3	84.1	N/A	N/A
Racial/Ethnic Group										
White	114	98.3	34.7	41.6	23.8	76.2	86	88.9	Yes	Yes
African American	56	98.2	54.7	35.8	9.4	67.9	71.7	71.4	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	95.5	94.6	I/S	I/S
Hispanic	39	100	33.3	51.5	15.2	75.8	78.5	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	91.5	84.4	I/S	I/S
Disability Status										
Disabled	23	100	N/AV	N/AV	N/AV	40	41.3	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	37	100	29	58.1	12.9	80.6	78.3	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	173	98.3	45.8	39.9	14.4	70.6	73.6	74.9	No	Yes

* Adjusted to account for natural variation in performance.

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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	135	99.3	58.7	38	3.3	41.3	64.8	68.6
Gender								
Male	75	100	52.9	42.6	4.4	47.1	65.1	68.3
Female	60	98.3	66	32.1	1.9	34	64.4	68.9
Racial/Ethnic Group								
White	76	98.7	52.9	45.6	1.5	47.1	74.3	80.7
African American	36	100	67.6	26.5	5.9	32.4	49.3	51.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	84.6	85.3
Hispanic	22	100	61.1	33.3	5.6	38.9	59.8	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	70.8
Disability Status								
Disabled	16	100	N/AV	N/AV	N/AV	28.6	28.2	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
English Proficiency								
Limited English Proficient	23	100	63.2	31.6	5.3	36.8	58.9	60.7
Socio-Economic Status								
Subsidized meals	109	99.1	65.6	33.3	1	34.4	53.6	57.3
Social Studies								
All Students	138	98.6	48.8	41.6	9.6	51.2	66.7	72.5
Gender								
Male	70	100	45.3	40.6	14.1	54.7	67.1	72
Female	68	97.1	52.5	42.6	4.9	47.5	66.2	73.1
Racial/Ethnic Group								
White	73	97.3	48.4	39.1	12.5	51.6	72.6	81
African American	38	100	45.9	48.6	5.4	54.1	56.9	60
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	82.8	89
Hispanic	25	100	54.5	40.9	4.5	45.5	67	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	79.4	73.5
Disability Status								
Disabled	16	100	N/AV	N/AV	N/AV	35.7	30.6	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
English Proficiency								
Limited English Proficient	23	100	55	40	5	45	64.6	69.7
Socio-Economic Status								
Subsidized meals	114	98.3	51.5	41.7	6.8	48.5	57.8	62.9

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	78	97.4	18.6	34.3	47.1	81.4	76.1	73.2	96.1	95.9
Gender										
Male	42	97.6	26.3	44.7	28.9	73.7	71.4	67.2	96.5	95.9
Female	36	97.2	9.4	21.9	68.8	90.6	81	79.4	95.7	96
Racial/Ethnic Group										
White	42	97.6	15.4	30.8	53.8	84.6	82.3	81.5	95.7	95.8
African American	17	94.1	13.3	53.3	33.3	86.7	66.3	61.3	96.6	96.2
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	90.6	87	94.2	96.6
Hispanic	18	100	33.3	26.7	40	66.7	69.9	66.7	96.6	96.1
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	100	72.2	95.6	95.6
Disability Status										
Disabled	8	I/S	I/S	I/S	I/S	I/S	24.3	26	95.6	94.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	96.2
English Proficiency										
Limited English Proficient	17	100	35.7	28.6	35.7	64.3	68.6	65.7	96.6	96.4
Socio-Economic Status										
Subsidized meals	64	98.4	22.4	34.5	43.1	77.6	66.2	63.2	96	95.4

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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							
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
2011	3	69	98.6	35.5	25.8	38.7	64.5
	4	63	98.4	28.1	57.9	14	71.9
	5	79	98.7	21.4	51.4	27.1	78.6
	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							
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
2011	3	69	98.6	58.1	25.8	16.1	41.9
	4	63	98.4	38.6	38.6	22.8	61.4
	5	79	98.7	24.3	60	15.7	75.7
	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							
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
2011	3	33	100	63.3	26.7	10	36.7
	4	63	98.4	N/AV	N/AV	N/AV	45.6
	5	39	100	61.8	35.3	2.9	38.2
	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

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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							
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
2011	3	35	100	50	43.8	6.3	50
	4	63	98.4	43.9	43.9	12.3	56.1
	5	40	97.5	55.6	36.1	8.3	44.4
	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
Writing							
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
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	78	97.4	18.6	34.3	47.1	81.4
	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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