

WINDSOR ELEMENTARY

9800 Dunbarton Drive
Columbia, SC 29223

Grades	PK-5 Elementary School	
Enrollment	645 Students	
Principal	Eric L. Jeffcoat	803-736-8723
Superintendent	Dr. Katie Brochu	803-787-1910
Board Chair	Bill Flemming, Jr., D.M.D.	803-261-1992

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Below Average	Average
2009	Below Average	Average
2008	At-Risk	Below Average
2007	Below Average	At-Risk
2006	Average	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 2009-10 whose 2008-09 test scores were located

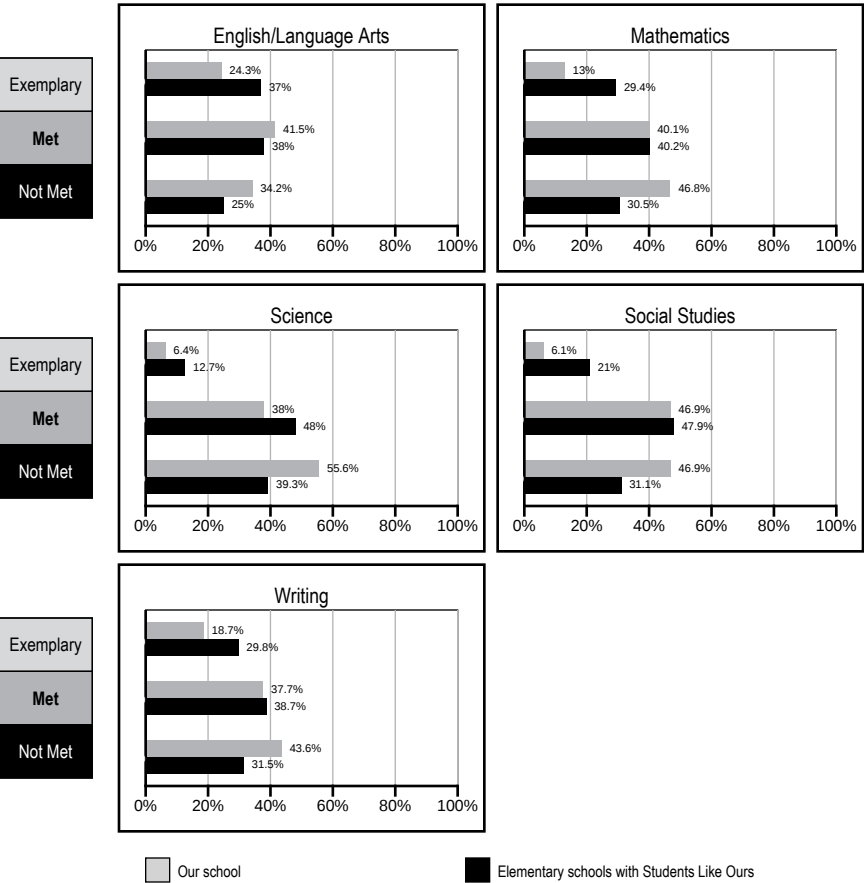
93.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	20	94	8	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=645)				
First graders who attended full-day kindergarten	98.9%	Down from 100.0%	100.0%	100.0%
Retention rate	0.2%	Down from 1.0%	1.3%	1.2%
Attendance rate	96.2%	Down from 96.4%	95.8%	96.1%
Eligible for gifted and talented	3.5%	Down from 4.5%	10.5%	11.7%
With disabilities other than speech	7.7%	Down from 8.2%	8.7%	8.0%
Older than usual for grade	0.4%	Down from 0.6%	0.5%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=49)				
Teachers with advanced degrees	65.3%	Up from 53.2%	59.8%	60.5%
Continuing contract teachers	71.4%	Up from 48.9%	85.7%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	73.5%	Up from 52.2%	87.7%	87.0%
Teacher attendance rate	91.3%	Down from 92.3%	95.0%	95.4%
Average teacher salary*	\$44,375	Up 4.5%	\$47,036	\$47,288
Professional development days/teacher	11.7 days	Down from 19.9 days	10.3 days	10.5 days
School				
Principal's years at school	4.5	Up from 3.5	4.0	4.0
Student-teacher ratio in core subjects	18.8 to 1	Up from 17.4 to 1	19.2 to 1	19.2 to 1
Prime instructional time	85.8%	Down from 87.1%	89.9%	90.8%
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**	\$8,171	Up 2.1%	\$7,482	\$7,548
Percent of expenditures for instruction**	70.3%	Down from 70.4%	68.0%	68.7%
Percent of expenditures for teacher salaries**	65.9%	Down from 66.3%	64.5%	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 Elementary had another outstanding school year. This school year the focus was to improve reading fluency and comprehension. Parents were encouraged to sign a form which indicated their commitment to read with their children. As a result of the teachers and parents working together, 147 students met their Reading Counts goal and received their Reading Counts T-shirt. A new mural was added in the hallway with the Reading Counts Goals. As a student met their goal a picture of the student was added to the mural.

A record number of teachers wrote grants and received funding for their grants. We continued with the 21st Century grant which provides afterschool tutoring in reading and math for 100 students and summer school for those students. We have applied for the Magnet Schools Assistance Program (MSAP) grant and will receive the results next school year.

Teachers began using OnCourse which is a web-based lesson planner that allows teachers to collaborate and share lesson plans with other teachers. Teachers are able to create a website that includes a built-in calendar and the homework assignments are posted to the website directly from the teacher's lesson plans.

Windsor Elementary continues to be a school where children learn, grow, and dream.

Eric L. Jeffcoat, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	25	72	42
Percent satisfied with learning environment	76.0%	94.4%	90.5%
Percent satisfied with social and physical environment	88.0%	85.9%	85.4%
Percent satisfied with school-home relations	54.2%	85.9%	82.9%

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

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 23 out of 23 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	2.1%	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	1.1%	0.0%	No
Student attendance rate	96.2%	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	324	100	34.2	41.5	24.3	82.7	85.9	83.5	Yes	Yes
Gender										
Male	160	100	36.4	44.3	19.3	80	82.7	80.1	N/A	N/A
Female	164	100	31.9	38.9	29.2	85.4	89.3	87	N/A	N/A
Racial/Ethnic Group										
White	36	100	29	32.3	38.7	87.1	94	89.6	I/S	I/S
African American	235	100	36.4	42.7	20.9	82	81.9	74.6	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	94	92.7	I/S	I/S
Hispanic	46	100	31.7	43.9	24.4	80.5	80.3	79.6	Yes	Yes
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	100	85.1	I/S	I/S
Disability Status										
Disabled	44	100	N/A	N/A	N/A	39.5	52.7	51.7	I/S	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	45	100	25.6	51.2	23.3	83.7	83.4	79	Yes	Yes
Socio-Economic Status										
Subsidized meals	239	100	37.7	41.4	20.9	80.9	78.5	76.9	Yes	Yes

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

All Students	324	100	46.8	40.1	13	69.7	82.4	80.4	Yes	Yes
Gender										
Male	160	100	45.7	39.3	15	72.1	80	78.4	N/A	N/A
Female	164	100	47.9	41	11.1	67.4	84.9	82.5	N/A	N/A
Racial/Ethnic Group										
White	36	100	29	48.4	22.6	87.1	93.2	87.8	I/S	I/S
African American	235	100	50.5	37.9	11.7	67	76.8	69.3	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	95.8	93.5	I/S	I/S
Hispanic	46	100	48.8	39	12.2	65.9	77.2	78.3	Yes	Yes
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	92.3	83.2	I/S	I/S
Disability Status										
Disabled	44	100	N/A	N/A	N/A	21.1	47.8	46.1	I/S	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	45	100	41.9	48.8	9.3	72.1	83.2	78.9	Yes	Yes
Socio-Economic Status										
Subsidized meals	239	100	50.2	37.7	12.1	66	73.2	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

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	215	100	55.6	38	6.4	44.4	72.1	67.3
Gender								
Male	106	100	53.4	43.2	3.4	46.6	70.9	66.9
Female	109	100	57.6	33.3	9.1	42.4	73.3	67.7
Racial/Ethnic Group								
White	24	100	28.6	52.4	19	71.4	89.6	79.6
African American	156	100	61	35.3	3.7	39	63.1	49.7
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	88.2	84.4
Hispanic	31	100	55.6	33.3	11.1	44.4	65.6	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	28	100	N/A	N/A	N/A	8.3	35	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	30	100	55.2	37.9	6.9	44.8	70.5	58.6
Socio-Economic Status								
Subsidized meals	164	100	58.5	35.4	6.1	41.5	58.6	55.4

Social Studies

All Students	222	100	46.9	46.9	6.1	53.1	77.1	70.9
Gender								
Male	115	100	43.3	49	7.7	56.7	75.3	70.1
Female	107	100	51.1	44.6	4.3	48.9	79.1	71.7
Racial/Ethnic Group								
White	27	100	41.7	41.7	16.7	58.3	88.6	79.2
African American	164	100	48.3	47.6	4.1	51.7	71.1	58.4
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	91	86.8
Hispanic	26	100	52.2	39.1	8.7	47.8	71.5	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	30	100	N/A	N/A	N/A	28	44.9	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	28	100	38.5	50	11.5	61.5	78.1	68
Socio-Economic Status								
Subsidized meals	159	100	48.6	45.8	5.6	51.4	66.2	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	320	99.7	43.4	37.8	18.8	56.6	76.7	72.1	96.2	97
Gender										
Male	157	100	50	35.2	14.8	50	70.2	65.2	96.2	96.9
Female	163	99.4	37	40.4	22.6	63	83.4	79.2	96.3	97.1
Racial/Ethnic Group										
White	36	97.2	30	46.7	23.3	70	87.9	80.8	96	97.1
African American	229	100	42.9	39	18.1	57.1	71.3	59.7	96.4	96.9
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	89.8	87	95.5	97.9
Hispanic	47	100	56.1	26.8	17.1	43.9	66.4	64.6	95.8	96.3
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	100	73.4	95.4	96.5
Disability Status										
Disabled	42	100	N/AV	N/AV	N/AV	5.3	32	27.7	95.6	96.1
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	96.4
English Proficiency										
Limited English Proficient	46	100	52.3	29.5	18.2	47.7	71.7	63.7	96.2	97.2
Socio-Economic Status										
Subsidized meals	238	99.6	46.3	36.1	17.6	53.7	65.8	61.9	96.2	96.3

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	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
2010	3	101	100	31.5	29.2	39.3	68.5
	4	113	100	36.4	45.5	18.2	63.6
	5	110	100	34.4	49	16.7	65.6
	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	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
2010	3	101	100	50.6	33.7	15.7	49.4
	4	113	100	43.4	43.4	13.1	56.6
	5	110	100	46.9	42.7	10.4	53.1
	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
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
2010	3	49	100	60.5	30.2	9.3	39.5
	4	113	100	50.5	45.5	4	49.5
	5	53	100	62.2	28.9	8.9	37.8
	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

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N/AV–Not Available

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N/R–Not Reported

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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	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
2010	3	52	100	43.5	45.7	10.9	56.5
	4	113	100	42.4	51.5	6.1	57.6
	5	57	100	58.8	39.2	2	41.2
	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	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
2010	3	104	99	48.9	29.3	21.7	51.1
	4	110	100	41	43	16	59
	5	106	100	40.6	40.6	18.8	59.4
	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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