



Windsor Elementary

9800 Dunbarton Drive
Columbia, SC 29223

| | | |
|-----------------------|------------------------|--------------|
| Grades | PK-5 Elementary School | |
| Enrollment | 628 Students | |
| Principal | Eric L. Jeffcoat | 803-736-8723 |
| Superintendent | Katie Brochu | 803-787-1910 |
| Board Chair | The Honorable Calvin | 803-736-3111 |

THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

| YEAR | ABSOLUTE RATING | GROWTH RATING |
|-------------|----------------------|----------------|
| 2012 | Below Average | Average |
| 2011 | Below Average | Below Average |
| 2010 | Below Average | Average |
| 2009 | Below Average | Average |
| 2008 | At-Risk | 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 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://www.eoc.sc.gov>

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

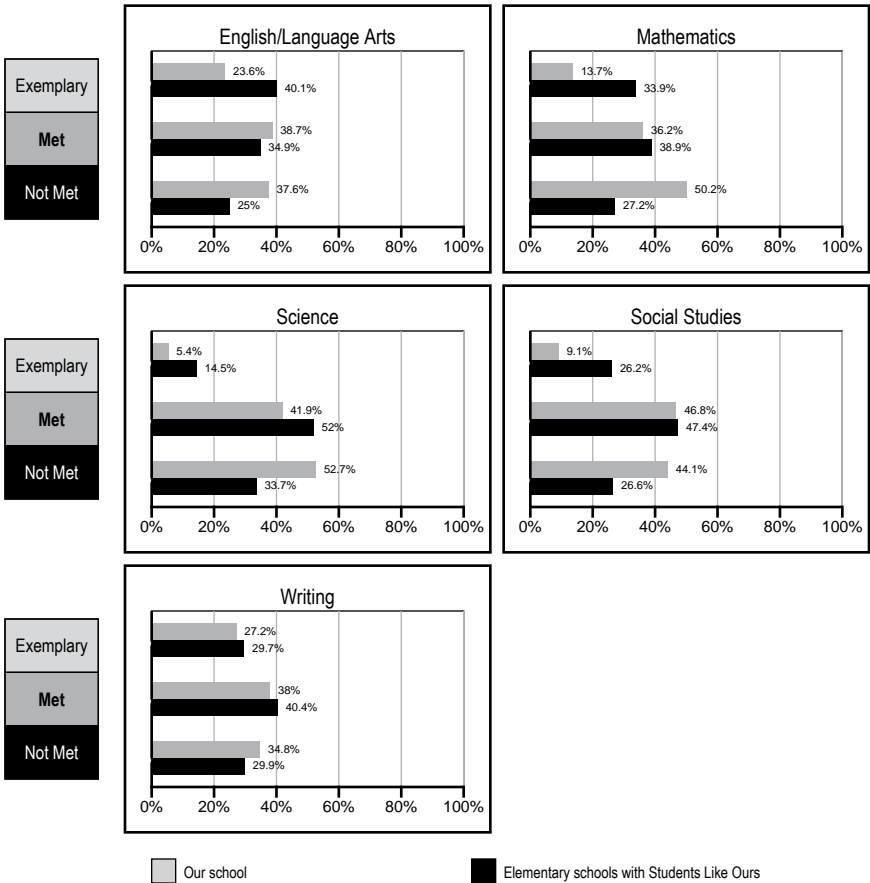
Percent of students tested in 2011-12 whose 2010-11 test scores were located | 95.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 16 | 32 | 72 | 8 | 0 |

* Ratings are calculated with data available by 11/07/2012.

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=628) | | | | |
| First graders who attended full-day kindergarten | 100.0% | Up from 97.8% | 100.0% | 100.0% |
| Retention rate | 0.7% | Up from 0.0% | 1.2% | 1.0% |
| Attendance rate | 97.2% | Up from 96.6% | 96.3% | 96.6% |
| Served by gifted and talented program | N/AV | N/AV | N/AV | N/AV |
| With disabilities other than speech | N/AV | N/AV | N/AV | N/AV |
| Older than usual for grade | N/AV | N/AV | N/AV | N/AV |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.0% | No Change | 0.0% | 0.0% |
| Teachers (n=52) | | | | |
| Teachers with advanced degrees | 63.5% | Down from 68.5% | 61.3% | 63.0% |
| Continuing contract teachers | N/AV | N/AV | N/AV | N/AV |
| Teachers returning from previous year | 83.9% | Up from 80.4% | 89.6% | 88.7% |
| Teacher attendance rate | 91.1% | Down from 93.0% | 94.8% | 95.1% |
| Average teacher salary* | \$44,936 | Down 0.6% | \$47,302 | \$47,210 |
| Professional development days/teacher | 11.3 days | Up from 10.5 days | 10.5 days | 10.5 days |
| School | | | | |
| Principal's years at school | 6.0 | Up from 5.5 | 5.0 | 4.0 |
| Student-teacher ratio in core subjects | 16.7 to 1 | Down from 18.2 to 1 | 19.8 to 1 | 20.0 to 1 |
| Prime instructional time | N/R | N/R | 89.7% | 90.5% |
| 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 | Excellent | No Change | Excellent | Excellent |
| Dollars spent per pupil** | \$8,404 | Up 4.4% | \$7,334 | \$7,247 |
| Percent of expenditures for instruction** | 71.9% | Down from 74.8% | 67.8% | 68.2% |
| Percent of expenditures for teacher salaries** | 66.3% | Down from 69.1% | 65.0% | 65.7% |

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

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

What a great school year! We applied for the Magnet Schools Assistance Program (MSAP) grant to fund the process of becoming an International Baccalaureate School. In October 2010 we received the good news that we received the grant. We began the application process and then participated in professional development through the International Baccalaureate Organization (IBO). Through the collaborative efforts of the faculty and staff we completed and submitted Application A to become an International Baccalaureate Candidate School. In June 2011 we received the good news that we are an official International Baccalaureate Candidate School. This school year we have focused on getting ready to go through the process of becoming an authorized International Baccalaureate World School.

With funding from the MSAP Grant we added a music keyboard lab. All of our kindergarten through fifth graders are learning to play the keyboard and composing their own music with digital software. We also purchased Mango which is a web-based program that teaches students a world language. Students can choose from over 40 different languages to learn. Since it is web-based students can access Mango from school or home as long as they have access to the Internet.

Faculty and staff collaboratively designed our Windsor Story which is a brief video about our school. The Windsor Story will be featured on our school website as part of our marketing efforts.

In addition to working on becoming an authorized International Baccalaureate school, the faculty and staff have been participating on design teams, learning about engaging and authentic work as outlined by the Richland School District Two framework, developing engaging lessons, and getting to know the parents and students of the Windsor Elementary community better.

Our focus for this coming school year is to revise our inquiry units as we integrate the common core standards and to complete Application B to become an International Baccalaureate World School. We will continue to design engaging work for our students which will allow Windsor Elementary to continue to be a place where children learn, grow, and dream. Thank you to all of our Windsor families for your continued support.

Eric L. Jeffcoat Principal
Gwen Wilcher SIC President

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 52 | 87 | 42 |
| Percent satisfied with learning environment | 80.8% | 82.6% | 82.9% |
| Percent satisfied with social and physical environment | 94.2% | 88.4% | 88.1% |
| Percent satisfied with school-home relations | 63.5% | 91.9% | 85.7% |

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

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ESEA/Federal Accountability Rating System

In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

| | |
|--------------------------------------|-------------|
| Overall Weighted Points Total | 54.7 |
| Overall Grade Conversion | F |

| Index Score | Grade | Description |
|--------------|-------|---|
| 90-100 | A | Performance substantially exceeds the state's expectations. |
| 80-89.9 | B | Performance exceeds the state's expectations. |
| 70-79.9 | C | Performance meets the state's expectations. |
| 60-69.9 | D | Performance does not meet the state's expectations. |
| Less than 60 | F | Performance is substantially below the state's expectations |

Accountability Indicator for Title I Schools

Windsor Elementary school has been designated as a:

- Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- Title I Priority School – one of the 5% lowest performing Title I schools.
- Title I School – does not qualify as Reward, Focus or Priority School.
- Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

| | Our District | State |
|---|--------------|-------|
| Classes in low poverty schools not taught by highly qualified teachers | 3.5% | 2.6% |
| Classes in high poverty schools not taught by highly qualified teachers | 0.0% | 5.1% |

| | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 5.1% | 0.0% | No |
| Student attendance rate | 97.2% | 94.0%* | Yes |

* Or greater than last year

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Performance By Group

| Subgroups | ELA Mean | Math Mean | Science Mean | Social Studies Mean | ELA % Tested | Math % Tested |
|-----------------------------------|----------|-----------|--------------|---------------------|--------------|---------------|
| Grades 3-5 | | | | | | |
| All Students | 636.0 | 617.4 | 597.5 | 609.0 | 99.7 | 100.0 |
| Male | 628.9 | 615.6 | 598.1 | 609.1 | 99.4 | 100.0 |
| Female | 643.5 | 619.3 | 596.9 | 608.8 | 100.0 | 100.0 |
| White | 657.2 | 638.4 | 625.6 | 620.8 | 100.0 | 100.0 |
| African American | 633.3 | 614.2 | 593.8 | 605.6 | 99.6 | 100.0 |
| Asian/Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A |
| Hispanic | 631.9 | 615.9 | 594.9 | 618.1 | 100.0 | 100.0 |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A |
| Disabled | 586.2 | 574.3 | 557.0 | 569.7 | 98.0 | 100.0 |
| Limited English Proficient | 627.3 | 610.2 | 581.2 | 609.2 | 100.0 | 100.0 |
| Subsidized meals | 631.6 | 612.7 | 593.4 | 604.9 | 99.6 | 100.0 |
| Annual Measurable Objective (AMO) | 630.0 | 630.0 | 630.0 | 630.0 | 95.0 | 95.0 |

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| | | | | |
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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 | | | | | | | |
| 2011 | 3 | 117 | 100 | 41.3 | 30.8 | 27.9 | 58.7 |
| | 4 | 95 | 99 | 36.1 | 34.9 | 28.9 | 63.9 |
| | 5 | 118 | 100 | 39.8 | 44.7 | 15.5 | 60.2 |
| | 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 |
| 2012 | 3 | 98 | 99 | 43.6 | 24.4 | 32.1 | 56.4 |
| | 4 | 110 | 100 | 36.6 | 40.6 | 22.8 | 63.4 |
| | 5 | 96 | 100 | 33 | 49.5 | 17.6 | 67 |
| | 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 | | | | | | | |
| 2011 | 3 | 117 | 100 | 63.5 | 21.2 | 15.4 | 36.5 |
| | 4 | 95 | 99 | 34.9 | 45.8 | 19.3 | 65.1 |
| | 5 | 118 | 100 | 45.6 | 44.7 | 9.7 | 54.4 |
| | 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 |
| 2012 | 3 | 98 | 100 | 62 | 25.3 | 12.7 | 38 |
| | 4 | 110 | 100 | 43.6 | 39.6 | 16.8 | 56.4 |
| | 5 | 96 | 100 | 47.3 | 41.8 | 11 | 52.7 |
| | 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 | | | | | | | |
| 2011 | 3 | 61 | 100 | 75.5 | 22.6 | 1.9 | 24.5 |
| | 4 | 95 | 99 | 47 | 47 | 6 | 53 |
| | 5 | 58 | 100 | 63.5 | 34.6 | 1.9 | 36.5 |
| | 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 |
| 2012 | 3 | 48 | 100 | 62.5 | 27.5 | 10 | 37.5 |
| | 4 | 110 | 100 | 54.5 | 41.6 | 4 | 45.5 |
| | 5 | 47 | 100 | 40 | 55.6 | 4.4 | 60 |
| | 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 | | | | | | | |
| 2011 | 3 | 56 | 100 | 50 | 46.2 | 3.8 | 50 |
| | 4 | 95 | 99 | 37.3 | 57.8 | 4.8 | 62.7 |
| | 5 | 60 | 100 | 52.9 | 35.3 | 11.8 | 47.1 |
| | 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 | N/A |
| 2012 | 3 | 50 | 100 | 71.8 | 25.6 | 2.6 | 28.2 |
| | 4 | 110 | 100 | 32.7 | 59.4 | 7.9 | 67.3 |
| | 5 | 49 | 100 | 45.7 | 37 | 17.4 | 54.3 |
| | 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 | N/A |
| Writing | | | | | | | |
| 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 | 115 | 99.1 | 36.3 | 43.1 | 20.6 | 63.7 |
| | 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 | N/A |
| 2012 | 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 | 95 | 100 | 34.8 | 38 | 27.2 | 65.2 |
| | 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 | N/A |

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