



## ALICE DRIVE ELEMENTARY

251 Alice Drive  
Sumter, South Carolina

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	664 Students	
<b>Principal</b>	Debra W. Thomas	803-775-0857
<b>Superintendent</b>	Mr. Randolph Bynum, Sr.	803-469-6900
<b>Board Chair</b>	Mr. Larry D. Addison	803-469-6900

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Good</b>	<b>Good</b>
2010	Good	Good
2009	Good	Excellent
2008	Average	Good
2007	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 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

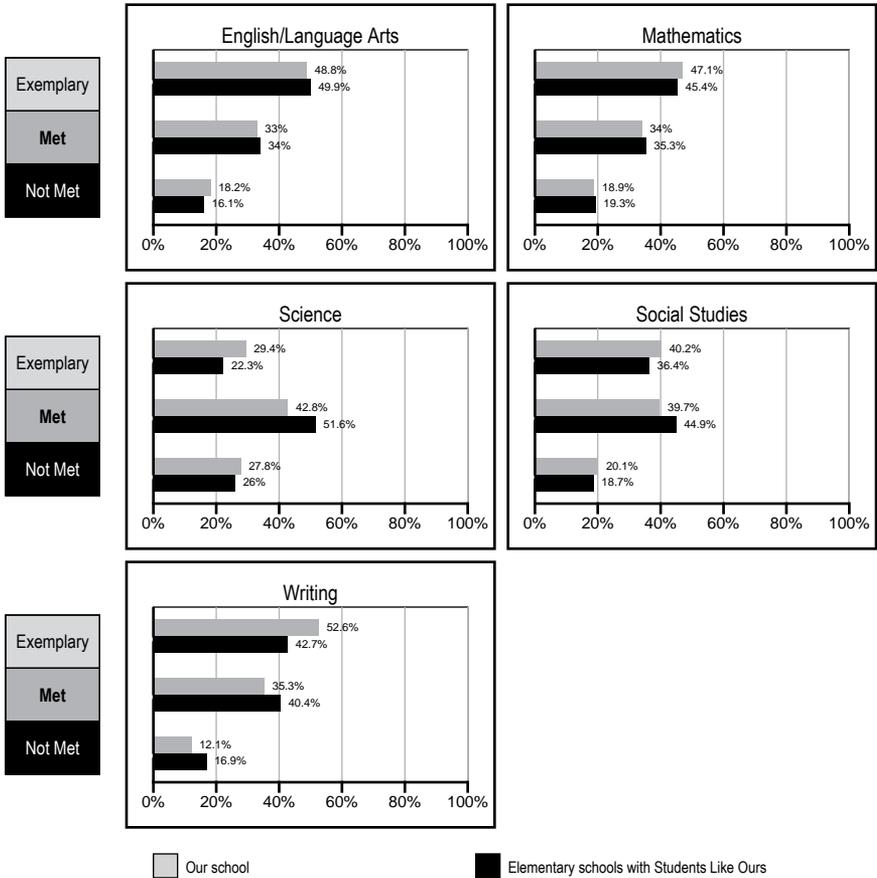
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 92.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
29	30	10	0	0

\* 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
<b>Students (n=664)</b>				
First graders who attended full-day kindergarten	83.2%	Up from 67.0%	100.0%	100.0%
Retention rate	1.0%	Down from 1.5%	0.8%	1.1%
Attendance rate	96.1%	Down from 96.5%	96.2%	96.2%
Served by gifted and talented program	20.3%	Up from 15.2%	19.9%	13.4%
With disabilities other than speech	3.8%	Down from 7.9%	3.3%	4.1%
Older than usual for grade	0.6%	Down from 0.8%	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=41)</b>				
Teachers with advanced degrees	65.9%	Up from 62.2%	65.4%	62.5%
Continuing contract teachers	87.8%	Up from 86.7%	90.0%	88.2%
Teachers returning from previous year	89.6%	Up from 89.1%	90.3%	87.8%
Teacher attendance rate	95.0%	Down from 95.6%	95.0%	95.2%
Average teacher salary*	\$46,773	Up 1.8%	\$48,492	\$46,773
Professional development days/teacher	15.3 days	Up from 9.0 days	11.0 days	10.5 days
<b>School</b>				
Principal's years at school	13.0	Up from 12.0	5.0	4.0
Student-teacher ratio in core subjects	18.4 to 1	Up from 17.0 to 1	20.8 to 1	19.9 to 1
Prime instructional time	90.8%	Down from 91.8%	90.3%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,552	Down 3.9%	\$6,890	\$7,447
Percent of expenditures for instruction**	N/A	N/A	69.1%	68.4%
Percent of expenditures for teacher salaries**	69.1%	Down from 69.5%	67.0%	65.8%

\* 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

Alice Drive Elementary (ADE) had another exciting year! Our focus on the whole child provided the year with much improvement in academics as well as enhancement of the arts. The staff and students at ADE continue to strive to make our school the best it can possibly be. We have a school that is warm, inviting, and dedicated to serving our students and parents so that all can be a positive force in our community.

Our test scores continued to show improvement with Alice Drive receiving the Palmetto Silver Award for test scores and Palmetto Silver Award for improvement of test scores. We had an emphasis on writing this year with year-long staff development on this subject. Use of technology in the classroom grew as teachers and students used the Promethean Boards for hands-on, interactive instruction in all academic areas. Classworks, a computer based program that uses interactive reading and math activities on the students' instructional levels, had increased in use in the classrooms as well as the computer lab. Field trips to places like Historical Camden, the State Museum, Department of Natural Resources, and Patriot Hall enhanced the learning with experiences that brought lessons to life for our students.

Family Art Night was added to our family events. This event, along with Family Science Night, parent workshops, PTA events, Military Family Night, and other special events, provided parents with opportunities to come and enjoy evenings and other times with their children. Our parent workshops gave our parents information on reading, math, and testing to provide them with the skills to help their children at home.

As another indicator of the quality of our faculty, three of our teachers completed their Masters Degrees. Most of our teachers attended workshops, graduate classes, and in-services to improve their knowledge and expand their repertoire of activities for their classrooms.

We continued our commitment to our community by providing ways for our students to contribute to local efforts. The student body participated in fund raisers for the Salvation Army with the Angel Tree and canned food drive, St. Jude's Hospital with the fourth grade Mathathon, as well as recycling to help lessen ADE's carbon footprint. ADE diligently has pursued its mission to provide a positive school environment and provide developmentally appropriate learning experiences for all our students. Incorporation of programs such as Reading Recovery, READ 180, math manipulatives, technology, as well as strategies for learning has provided all students a chance to learn and grow. We strive to make ADE a place where everyone feels welcome and where everyone can become a part of our community.

Debbie Thomas, Principal      Paige McCluskey, SIC chair

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	31	115	83
Percent satisfied with learning environment	100.0%	90.4%	92.6%
Percent satisfied with social and physical environment	100.0%	91.2%	92.6%
Percent satisfied with school-home relations	100.0%	92.0%	93.8%

\* 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 16 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	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	3.0%	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

## 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 = 79.4% (Met or Exemplary)

All Students	324	100	18.2	33	48.8	88.9	79.8	82.4	Yes	Yes
<b>Gender</b>										
Male	170	100	22.1	35.1	42.9	86.4	75.9	78.7	N/A	N/A
Female	154	100	14	30.8	55.2	91.6	84	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	177	100	7.9	26.7	65.5	95.8	91.4	88.9	Yes	Yes
African American	137	100	32	41.8	26.2	80.3	75.2	72.9	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	83.8	93	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	69.6	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	83	I/S	I/S
<b>Disability Status</b>										
Disabled	39	100	58.8	29.4	11.8	50	44.9	48.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	58.3	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	166	100	28	41.3	30.7	82.7	75.1	75.4	Yes	Yes

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

All Students	324	100	18.9	34	47.1	87.5	79.1	81.9	Yes	Yes
<b>Gender</b>										
Male	170	100	23.4	29.9	46.8	83.1	77	79.9	N/A	N/A
Female	154	100	14	38.5	47.6	92.3	81.4	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	177	100	8.5	24.2	67.3	95.8	91.1	88.9	Yes	Yes
African American	137	100	33.6	46.7	19.7	76.2	74	71.4	No	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	86.5	94.6	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	79.7	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	39	100	73.5	23.5	2.9	41.2	43.2	47.3	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	71.7	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	166	100	26	42.7	31.3	81.3	74.3	74.9	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
<b>Science</b>								
All Students	209	100	27.8	42.8	29.4	72.2	65.3	68.6
<b>Gender</b>								
Male	117	100	28.3	41.5	30.2	71.7	63.9	68.3
Female	92	100	27.3	44.3	28.4	72.7	66.8	68.9
<b>Racial/Ethnic Group</b>								
White	109	100	9.6	46.2	44.2	90.4	85.4	80.7
African American	93	100	51.8	36.1	12	48.2	56.5	51.4
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	80	85.3
Hispanic	3	I/S	I/S	I/S	I/S	I/S	68.9	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	70.8
<b>Disability Status</b>								
Disabled	32	100	N/AV	N/AV	N/AV	25	33.8	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
<b>English Proficiency</b>								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	61.9	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	110	100	45	37	18	55	57.9	57.3
<b>Social Studies</b>								
All Students	212	99.1	20.1	39.7	40.2	79.9	71	72.5
<b>Gender</b>								
Male	109	100	20.8	43.6	35.6	79.2	71.3	72
Female	103	98.1	19.4	35.5	45.2	80.6	70.7	73.1
<b>Racial/Ethnic Group</b>								
White	114	98.3	4.8	41	54.3	95.2	87.4	81
African American	91	100	37.8	41.5	20.7	62.2	64.3	60
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	76.9	89
Hispanic	2	I/S	I/S	I/S	I/S	I/S	71.4	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.5
<b>Disability Status</b>								
Disabled	24	100	59.1	36.4	4.5	40.9	45.7	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
<b>English Proficiency</b>								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	55.9	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	111	98.2	33.7	42.6	23.8	66.3	64.6	62.9

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
<b>Writing</b>										
All Students	124	100	12.1	35.3	52.6	87.9	69	73.2	96.1	95.7
<b>Gender</b>										
Male	64	100	13.8	36.2	50	86.2	62.6	67.2	96	95.4
Female	60	100	10.3	34.5	55.2	89.7	76.2	79.4	96.3	95.9
<b>Racial/Ethnic Group</b>										
White	79	100	5.5	28.8	65.8	94.5	85.6	81.5	96.1	95.7
African American	42	100	22.5	47.5	30	77.5	62	61.3	96.1	95.6
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	91.7	87	96.5	96.4
Hispanic	2	I/S	I/S	I/S	I/S	I/S	53.6	66.7	97	96.1
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	97.1
<b>Disability Status</b>										
Disabled	7	I/S	I/S	I/S	I/S	I/S	15.9	26	95.5	94.4
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	42.9	65.7	97.6	96.8
<b>Socio-Economic Status</b>										
Subsidized meals	58	100	18.5	46.3	35.2	81.5	62.1	63.2	95.9	95.2

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
<b>English/Language Arts</b>							
<b>2010</b>	3	96	100	19.1	30.3	50.6	80.9
	4	115	100	10	37.3	52.7	90
	5	108	100	17.6	42.2	40.2	82.4
	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
<b>2011</b>	3	101	100	23.3	20	56.7	76.7
	4	97	100	18.7	45.1	36.3	81.3
	5	126	100	13.8	33.6	52.6	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
<b>Mathematics</b>							
<b>2010</b>	3	96	100	27	28.1	44.9	73
	4	115	100	9.1	40.9	50	90.9
	5	108	100	20.6	45.1	34.3	79.4
	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
<b>2011</b>	3	101	100	26.7	27.8	45.6	73.3
	4	97	100	25.3	37.4	37.4	74.7
	5	126	100	7.8	36.2	56	92.2
	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
<b>Science</b>							
<b>2010</b>	3	49	100	54.3	19.6	26.1	45.7
	4	115	100	18.2	58.2	23.6	81.8
	5	54	100	19.2	57.7	23.1	80.8
	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
<b>2011</b>	3	49	100	33.3	33.3	33.3	66.7
	4	97	100	33	45.1	22	67
	5	63	100	15.5	46.6	37.9	84.5
	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

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
<b>Social Studies</b>							
<b>2010</b>	3	47	100	20.5	47.7	31.8	79.5
	4	115	100	10.9	52.7	36.4	89.1
	5	54	100	24	56	20	76
	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
<b>2011</b>	3	52	98.1	26.7	37.8	35.6	73.3
	4	97	100	20.9	46.2	33	79.1
	5	63	98.4	13.8	31	55.2	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
<b>Writing</b>							
<b>2010</b>	3	94	100	21.3	31.5	47.2	78.7
	4	115	100	14.5	45.5	40	85.5
	5	106	100	17.6	33.3	49	82.4
	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
<b>2011</b>	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	124	100	12.1	35.3	52.6	87.9
	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

Abbreviations for Missing Data

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