

## WILLOW DRIVE ELEMENTARY

26 Willow Drive  
Sumter, South Carolina

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	537 Students	
<b>Principal</b>	Melissa O'Connor	803-773-5796
<b>Superintendent</b>	Zona W. Jefferson, Ph.D.	803-469-8536
<b>Board Chair</b>	Mr. Greg L. Simonson	803-778-1886

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Average</b>	<b>Good*</b>
2009	Average	Average
2008	Below Average	Below Average
2007	Average	At-Risk
2006	Average	At-Risk

\* The School's 2010 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

## 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

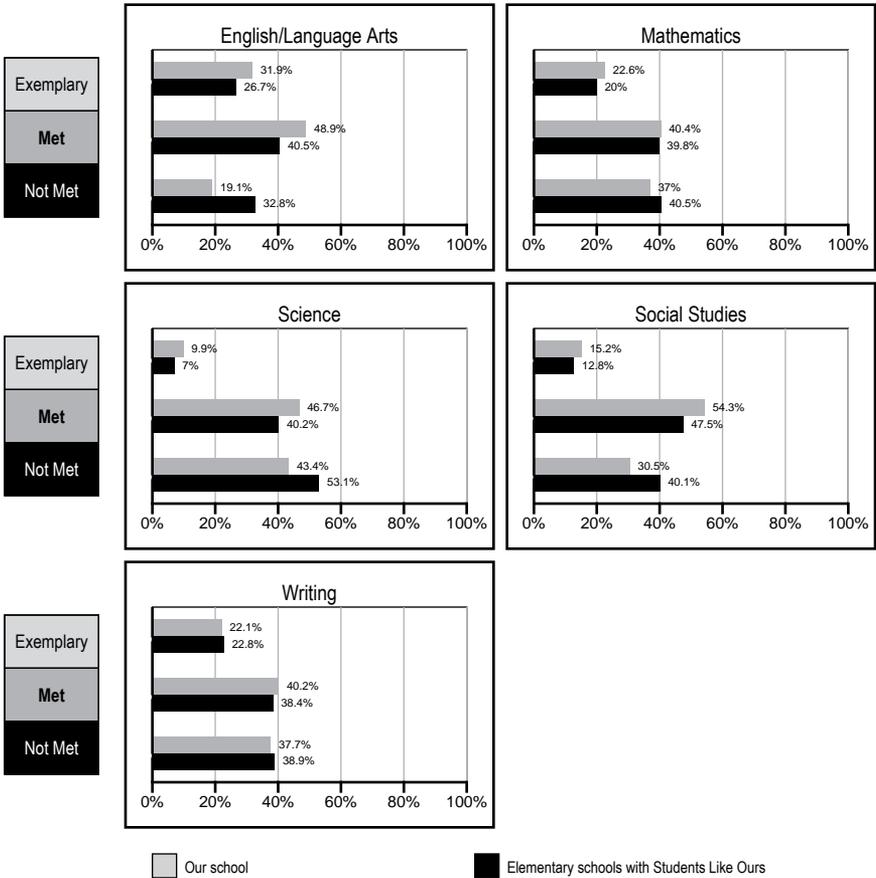
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 95.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	3	102	48	20

\* 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
<b>Students (n=537)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.4%	Down from 5.0%	1.5%	1.2%
Attendance rate	94.6%	Down from 95.3%	95.8%	96.1%
Eligible for gifted and talented	5.8%	Down from 8.4%	5.0%	11.7%
With disabilities other than speech	7.5%	Down from 9.0%	8.5%	8.0%
Older than usual for grade	2.0%	Down from 2.7%	0.8%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=43)</b>				
Teachers with advanced degrees	67.4%	Up from 59.6%	58.3%	60.5%
Continuing contract teachers	90.7%	Up from 85.1%	80.0%	84.6%
Teachers with emergency or provisional certificates	2.5%	Up from 2.3%	0.0%	0.0%
Teachers returning from previous year	90.5%	Up from 89.4%	84.7%	87.0%
Teacher attendance rate	95.7%	Up from 94.7%	95.3%	95.4%
Average teacher salary*	\$46,870	Down 1.2%	\$45,439	\$47,288
Professional development days/teacher	5.7 days	Down from 8.7 days	10.9 days	10.5 days
<b>School</b>				
Principal's years at school	9.0	Up from 7.0	4.0	4.0
Student-teacher ratio in core subjects	14.0 to 1	Down from 14.9 to 1	17.7 to 1	19.2 to 1
Prime instructional time	89.9%	Up from 89.4%	90.3%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 88.7%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,312	Down 3.3%	\$8,356	\$7,548
Percent of expenditures for instruction**	71.4%	Down from 72.0%	68.2%	68.7%
Percent of expenditures for teacher salaries**	70.2%	Up from 67.0%	63.0%	65.1%

\* 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

Willow Drive Elementary is known as a friendly, neighborhood school. Most of our students live within walking distance, and we strive to create a warm, family-like atmosphere for our students, parents, and staff members. Many parent-involvement opportunities are implemented throughout the school year. Teachers work collaboratively with parents to ensure that all children have a positive learning experience.

Willow Drive School serves primarily a lower income population, with 85-90% of our students qualifying for free or reduced priced meals. We also have a rather transient population, as approximately 30% of our students transfer on a yearly basis. In spite of these challenges, we have been fortunate to experience significant improvement in our goals of increasing student achievement and improving student discipline.

Some of the steps that were taken to accomplish this include correlating our curriculum with the state standards, participation in ongoing professional development, reducing class size in all grades, Reading Recovery for at-risk first graders, small group reading, the Read 180 program, Math Intervention, inclusion challenge classes, and a variety of parent-involvement activities. We also involve our students in community-service projects such as Jump Rope for Heart, Salvation Army Canned Food Drive, Christmas Cards for Shaw, Pennies for Patients, March of Dimes, and more.

We are also proud to have the Science Connections Magnet program at our school. The magnet program is offered to all district students who meet the criteria and are selected for the program. The program emphasizes science throughout all of the content areas. The University of South Carolina professors have partnered with our school to enhance the science instruction for our students.

In addition, Willow Drive Elementary School has been awarded numerous grants for improvements to our facility. We received a grant and many donations to create a beautiful learning garden in one of our courtyards. In addition, the Sumter County Family Lifestyles awarded us a grant for creating a recreational park on our playground area. Due to close proximity, the YMCA has partnered with our school to enhance afterschool programs. In closing, be assured the faculty and staff are dedicated to the mission of educating all children to their highest potential at Willow Drive Elementary.

Dr. Melissa O'Connor, Principal

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	25	92	57
Percent satisfied with learning environment	96.0%	78.3%	80.0%
Percent satisfied with social and physical environment	84.0%	69.6%	73.2%
Percent satisfied with school-home relations	52.0%	85.7%	85.2%

\* 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

YES

This school met 19 out of 19 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

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>DELAY</b>	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."
<b>HOLD</b>	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	1.9%
Classes in high poverty schools not taught by highly qualified teachers	3.3%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	94.6%	94.0%*	Yes

\* Or greater than last year

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

All Students	271	100	18.4	48	33.6	88.1	82.9	83.5	Yes	Yes
<b>Gender</b>										
Male	145	100	24.6	46.9	28.5	86.9	79.6	80.1	N/A	N/A
Female	126	100	11.4	49.1	39.5	89.5	86.5	87	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	47	100	2.2	45.7	52.2	100	93.3	89.6	Yes	Yes
African American	210	100	22.7	49.7	27.6	84.9	78.4	74.6	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	91.4	92.7	I/S	I/S
Hispanic	12	100	9.1	27.3	63.6	100	86.9	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
<b>Disability Status</b>										
Disabled	41	100	36.4	33.3	30.3	63.6	51.4	51.7	I/S	Yes
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	83.7	79	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	242	100	20.2	48.2	31.7	87.2	78.5	76.9	Yes	Yes

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

All Students	271	99.6	36.2	39.5	24.3	73.7	78.5	80.4	Yes	Yes
<b>Gender</b>										
Male	145	100	36.9	40.8	22.3	72.3	76.8	78.4	N/A	N/A
Female	126	99.2	35.4	38.1	26.5	75.2	80.3	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	47	100	19.6	32.6	47.8	82.6	91	87.8	Yes	Yes
African American	210	99.5	41.8	41.3	16.8	70.1	73	69.3	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	88.6	93.5	I/S	I/S
Hispanic	12	100	9.1	36.4	54.5	100	80.6	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
<b>Disability Status</b>										
Disabled	41	97.6	59.4	15.6	25	46.9	45.2	46.1	I/S	Yes
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	72	78.9	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	242	99.6	39.2	40.6	20.3	71.4	73.3	72.8	Yes	Yes

\* Adjusted to account for natural variation in performance.

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
<b>Science</b>								
All Students	177	99.4	42.7	45.9	11.5	57.3	66.4	67.3
<b>Gender</b>								
Male	96	100	42.9	46.4	10.7	57.1	65.6	66.9
Female	81	98.8	42.5	45.2	12.3	57.5	67.2	67.7
<b>Racial/Ethnic Group</b>								
White	32	100	25.8	45.2	29	74.2	86.9	79.6
African American	135	99.3	47.4	45.7	6.9	52.6	57.7	49.7
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	82.6	84.4
Hispanic	8	I/S	I/S	I/S	I/S	I/S	62.8	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
<b>Disability Status</b>								
Disabled	32	96.9	69.6	17.4	13	30.4	34.5	33.8
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
<b>English Proficiency</b>								
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	52.4	58.6
<b>Socio-Economic Status</b>								
Subsidized meals	155	99.4	46.7	46.7	6.6	53.3	58.7	55.4
<b>Social Studies</b>								
All Students	178	100	30.6	54.4	15	69.4	70.4	70.9
<b>Gender</b>								
Male	97	100	31.4	52.3	16.3	68.6	69.4	70.1
Female	81	100	29.7	56.8	13.5	70.3	71.6	71.7
<b>Racial/Ethnic Group</b>								
White	34	100	24.2	48.5	27.3	75.8	82.9	79.2
African American	137	100	32.5	57.5	10	67.5	65	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	79.2	86.8
Hispanic	7	I/S	I/S	I/S	I/S	I/S	72.5	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
<b>Disability Status</b>								
Disabled	29	100	50	45.5	4.5	50	40.2	39.3
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
<b>English Proficiency</b>								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	62.1	68
<b>Socio-Economic Status</b>								
Subsidized meals	159	100	33.6	54.5	11.9	66.4	64	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
<b>Writing</b>										
All Students	276	95.3	37.4	40.3	22.2	62.6	66.7	72.1	94.6	95.8
<b>Gender</b>										
Male	147	96.6	45.5	34.8	19.7	54.5	60.1	65.2	94.2	95.6
Female	129	93.8	27.9	46.8	25.2	72.1	73.9	79.2	95	96
<b>Racial/Ethnic Group</b>										
White	49	95.9	28.3	34.8	37	71.7	82.7	80.8	94.9	95.6
African American	213	95.3	40.2	42.4	17.4	59.8	60	59.7	94.5	95.9
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	88.6	87	94.5	97.2
Hispanic	12	91.7	27.3	27.3	45.5	72.7	54.8	64.6	94.5	95.5
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	N/A	93.2
<b>Disability Status</b>										
Disabled	42	71.4	N/AV	N/AV	N/AV	28	17.6	27.7	93.8	94.7
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	98.1
<b>English Proficiency</b>										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	44	63.7	95.1	96.3
<b>Socio-Economic Status</b>										
Subsidized meals	245	95.5	39.6	39.6	20.7	60.4	58.5	61.9	94.4	95.4

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
<b>English/Language Arts</b>							
<b>2009</b>	3	79	100	20.3	35.1	44.6	79.7
	4	105	100	26.3	42.1	31.6	73.7
	5	100	100	20.7	40.2	39.1	79.3
	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
<b>2010</b>	3	87	100	24.1	34.2	41.8	75.9
	4	84	100	20.8	50	29.2	79.2
	5	100	100	11.8	58.1	30.1	88.2
	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
<b>Mathematics</b>							
<b>2009</b>	3	79	100	35.1	36.5	28.4	64.9
	4	105	100	30.5	50.5	18.9	69.5
	5	100	100	21.7	46.7	31.5	78.3
	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
<b>2010</b>	3	87	100	50.6	24.1	25.3	49.4
	4	84	98.8	28.2	45.1	26.8	71.8
	5	100	100	30.1	48.4	21.5	69.9
	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
<b>Science</b>							
<b>2009</b>	3	38	100	32.4	54.1	13.5	67.6
	4	104	100	28.7	58.5	12.8	71.3
	5	47	100	27.9	62.8	9.3	72.1
	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
<b>2010</b>	3	45	100	68.3	17.1	14.6	31.7
	4	83	98.8	31	56.3	12.7	69
	5	49	100	37.8	55.6	6.7	62.2
	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

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>Social Studies</b>							
<b>2009</b>	3	41	100	21.6	54.1	24.3	78.4
	4	104	100	19.1	66	14.9	80.9
	5	53	100	30.6	38.8	30.6	69.4
	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	N/A
<b>2010</b>	3	42	100	39.5	44.7	15.8	60.5
	4	83	100	31.9	55.6	12.5	68.1
	5	53	100	22	60	18	78
	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	N/A
<b>Writing</b>							
<b>2009</b>	3	83	98.8	33.3	41.3	25.3	66.7
	4	107	94.4	30.8	48.4	20.9	69.2
	5	95	92.6	40.7	27.9	31.4	59.3
	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
<b>2010</b>	3	88	100	43.2	38.3	18.5	56.8
	4	87	89.7	32.9	37.1	30	67.1
	5	101	96	35.9	44.6	19.6	64.1
	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

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