



Alice Drive Elementary

251 Alice Drive
Sumter, South Carolina

Grades	PK-5 Elementary School	
Enrollment	615 Students	
Principal	Debra W. Thomas	803-775-0857
Superintendent	Zona Jefferson, PhD	803-469-8536
Board Chair	Ms. Jo R. White	803-773-7663

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Average	Good*
2007	Average	Below Average
2006	Average	Good
2005	Good	Below Average
2004	Good	Average

* The School's 2008 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 DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

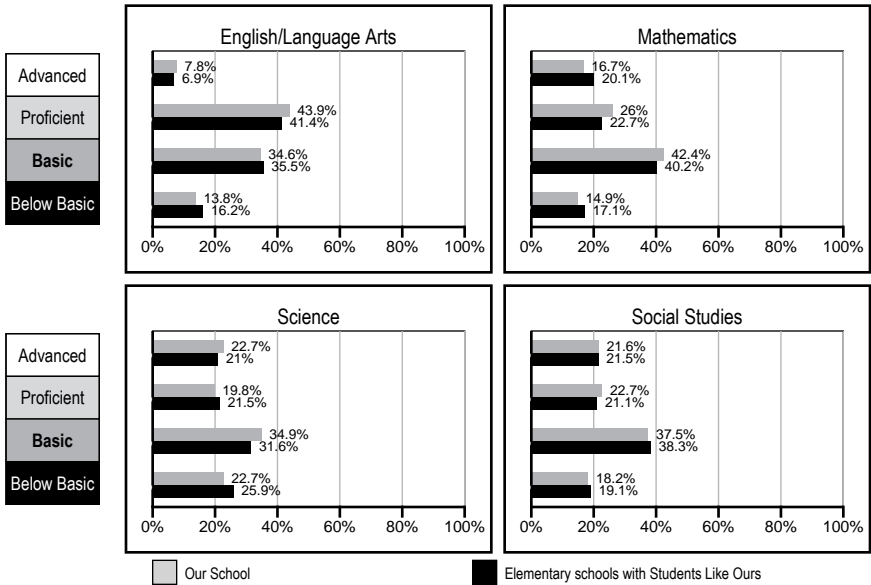
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 97.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	24	53	5	0

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

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

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=615)				
First graders who attended full-day kindergarten	67.0%	Down from 82.3%	100.0%	100.0%
Retention rate	2.7%	Down from 4.9%	2.2%	2.3%
Attendance rate	96.8%	Up from 96.5%	96.4%	96.3%
Eligible for gifted and talented	17.4%	Up from 15.0%	14.2%	10.4%
With disabilities other than speech	6.5%	Down from 7.3%	7.0%	7.5%
Older than usual for grade	1.0%	Down from 1.8%	0.4%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=47)				
Teachers with advanced degrees	59.6%	Down from 63.0%	56.2%	56.7%
Continuing contract teachers	91.5%	Up from 91.3%	79.0%	77.3%
Teachers with emergency or provisional certificates	2.3%	Down from 2.4%	0.0%	0.0%
Teachers returning from previous year	91.5%	Up from 90.4%	88.8%	86.4%
Teacher attendance rate	95.0%	Up from 94.1%	94.9%	94.9%
Average teacher salary	\$43,548	Down 0.1%	\$45,945	\$45,345
Professional development days/teacher	10.0 days	Down from 24.4 days	12.1 days	12.6 days
School				
Principal's years at school	10.0	Up from 9.0	5.0	4.0
Student-teacher ratio in core subjects	16.2 to 1	Down from 17.7 to 1	19.3 to 1	18.5 to 1
Prime instructional time	91.2%	Up from 89.9%	90.3%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	96.5%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil*	\$6,403	Up 1.3%	\$6,371	\$7,052
Percent of expenditures for instruction*	71.7%	Up from 70.6%	69.9%	69.1%
Percent of expenditures for teacher salaries*	66.4%	No Change	65.6%	64.2%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

It has been a very exciting year at Alice Drive Elementary (ADE)! During the course of the year, ADE received accreditation through District Accreditation with SACS/CASI . The visiting team made ADE a stop for interviews of faculty, students, and parents.

Our library received a grant that provided enough funds for new books, more technology, and a classroom set of laptops that can be used in the classrooms. This spring, we were recognized by the State Department of Education as a Red Carpet School. This award recognizes schools that provide good customer service and are warm, welcoming places for parents, students, and visitors.

As an indicator of the quality of our faculty, ADE's Teacher of the Year was selected as the District Teacher of the Year. Five faculty members completed their Masters degrees, and another teacher was added to our list of National Board Certified Teachers.

Students were recognized for their achievements as well. One represented our district in the Lt. Governor's Essay Contest while a second grader was recognized for her efforts in raising funds for the American Heart Association. The Student Council continued its tradition of helping both the school and the community. Through its leadership we held a canned food drive, collected funds for Toys for Tots, sponsored families at Christmas as well as helping out in the office and providing nameplates for all classrooms in the school. Our fourth graders were recognized by St. Jude's Hospital for their continued support of cancer research through their participation in the Math-a-thon.

Through the efforts of our PTA and SIC, special activities for students, workshops for parents and additional avenues for stakeholders to gain ownership in ADE evolved through the dedicated efforts of active volunteers and staff.

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 READ 180, Accelerated Reader, Classworks, literacy groups, Reading Recovery, math manipulatives, classroom science projects, as well as other strategies, has provided all students a chance to learn and grow academically. Field trips to the aquarium, Myrtle Beach, State Museum, Edventure, and other destinations of interest have expanded our students' learning experiences.

We strive to make ADE a place where everyone feels welcome and where everyone can become a part of our community.

Debbie Thomas, Principal
Jock Hendricks, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	34	93	55
Percent satisfied with learning environment	100.0%	88.2%	94.3%
Percent satisfied with social and physical environment	100.0%	88.2%	96.2%
Percent satisfied with school-home relations	100.0%	93.5%	94.4%

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

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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

Continuing School Improvement

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. Sanction: Implement the restructuring plan.
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	1.8%
Classes in high poverty schools not taught by highly qualified teachers	4.8%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.8%	94.0%	Yes

* Or greater than last year

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	297	100	13.7	34.4	43.7	8.1	65.2	42.6	48.2	Yes	Yes
Gender											
Male	156	100	18.2	36.5	37.2	8	59.1	37.7	41.7	N/A	N/A
Female	141	100	9	32.3	50.4	8.3	71.4	47.7	55	N/A	N/A
Racial/Ethnic Group											
White	152	100	5.4	25.2	55.8	13.6	79.6	62.5	60	Yes	Yes
African American	139	100	23.9	45.3	29.1	1.7	47	33.2	31.7	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	78.1	70.4	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	33.9	38.4	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
Disability Status											
Disabled	37	100	79.3	13.8	3.4	3.4	6.9	14.4	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	34.6	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	148	100	23	42.9	32.5	1.6	49.2	31.7	34	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	297	100	14.8	42.2	25.9	17	55.2	37.9	45.8	Yes	Yes
Gender											
Male	156	100	15.3	39.4	23.4	21.9	54	38.3	45.6	N/A	N/A
Female	141	100	14.3	45.1	28.6	12	56.4	37.5	45.9	N/A	N/A
Racial/Ethnic Group											
White	152	100	4.1	32.7	32.7	30.6	75.5	61	59	Yes	Yes
African American	139	100	29.1	54.7	15.4	0.9	28.2	26.6	26.9	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	87.5	71.3	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	32.1	38.1	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status											
Disabled	37	100	72.4	13.8	3.4	10.3	17.2	17.5	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	34.6	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	148	100	24.6	55.6	16.7	3.2	30.2	25.9	31.4	No	Yes

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	194	100	22.5	34.7	19.7	23.1	42.8	30.6	35.7	96.8	96.1
Gender											
Male	108	100	27.2	31.5	15.2	26.1	41.3	32.7	37.4	96.8	95.9
Female	86	100	17.3	38.3	24.7	19.8	44.4	28.6	33.8	96.9	96.3
Racial/Ethnic Group											
White	98	100	10.6	28.7	23.4	37.2	60.6	54.7	49.2	97	96.1
African American	91	100	39.2	40.5	14.9	5.4	20.3	19.3	17	96.6	96
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	65.2	58	97.1	97.5
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	21.6	24.9	95.7	95.2
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	95.8	97.1
Disability Status											
Disabled	23	100	68.8	25	0	6.3	6.3	16.7	14	96	95
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	22.2	24.4	97	96
Socio-Economic Status											
Subsided meals	100	100	38.6	41	10.8	9.6	20.5	18.8	21.1	96.2	95.7
Social Studies											
All Students	190	100	18.2	37.5	22.7	21.6	44.3	28.7	34	96.8	96.1
Gender											
Male	94	100	16.7	33.3	21.4	28.6	50	32.2	36.6	96.8	95.9
Female	96	100	19.6	41.3	23.9	15.2	39.1	25.1	31.3	96.9	96.3
Racial/Ethnic Group											
White	97	100	9.5	27.4	28.4	34.7	63.2	49.3	44.5	97	96.1
African American	91	100	29.1	49.4	15.2	6.3	21.5	19.2	19.1	96.6	96
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	50	58.9	97.1	97.5
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	30	27.5	95.7	95.2
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	95.8	97.1
Disability Status											
Disabled	21	100	77.8	22.2	0	0	0	15.5	14.4	96	95
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	26.7	27.3	97	96
Socio-Economic Status											
Subsided meals	98	100	26.7	44.2	19.8	9.3	29.1	19.5	21	96.2	95.7

* Adj - 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

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	110	99.1	14.9	33	47.9	4.3	52.1
	4	104	100	19.8	38.5	41.8	0	41.8
	5	104	100	18.3	40.9	32.3	8.6	40.9
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	112	100	11.9	24.8	47.5	15.8	63.4
	4	87	100	13.9	36.7	46.8	2.5	49.4
	5	98	100	15.6	43.3	36.7	4.4	41.1
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	110	100	21.3	50	22.3	6.4	28.7
	4	104	100	18.7	36.3	20.9	24.2	45.1
	5	104	100	24.7	36.6	24.7	14	38.7
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	112	100	16.8	44.6	23.8	14.9	38.6
	4	87	100	10.1	43	24.1	22.8	46.8
	5	98	100	16.7	38.9	30	14.4	44.4
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	56	100	42.6	27.7	23.4	6.4	29.8
	4	104	100	46.2	23.1	22	8.8	30.8
	5	51	100	22.2	48.9	6.7	22.2	28.9
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	56	100	18.4	44.9	24.5	12.2	36.7
	4	87	100	22.8	38	17.7	21.5	39.2
	5	51	100	26.7	17.8	17.8	37.8	55.6
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	54	100	16.7	43.8	33.3	6.3	39.6
	4	104	100	27.5	40.7	19.8	12.1	31.9
	5	53	100	27.1	41.7	20.8	10.4	31.3
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	56	100	11.5	38.5	21.2	28.8	50
	4	87	100	11.4	34.2	30.4	24.1	54.4
	5	47	100	37.8	42.2	11.1	8.9	20
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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