



## Willow Drive Elementary

26 Willow Drive  
Sumter, South Carolina

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	595 Students	
<b>Principal</b>	Dr. Melissa O'Connor	803-773-5796
<b>Superintendent</b>	Zona Jefferson, PhD	803-469-8536
<b>Board Chair</b>	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
<b>2008</b>	<b>Below Average</b>	<b>Below Average</b>
2007	Average	At-Risk
2006	Average	At-Risk
2005	Average	At-Risk
2004	Average	Good

## 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**

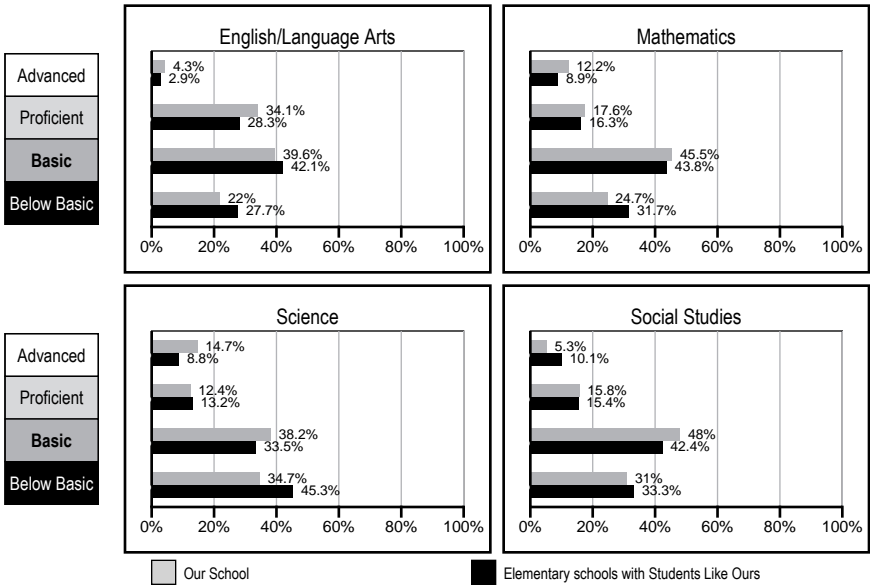
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 96.5%

**ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
0	0	20	63	16

\* 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 | I/S-Insufficient Sample

## School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=595)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.7%	Down from 3.9%	3.0%	2.3%
Attendance rate	96.0%	Down from 96.3%	96.0%	96.3%
Eligible for gifted and talented	6.2%	Down from 8.3%	6.2%	10.4%
With disabilities other than speech	7.4%	Up from 7.1%	8.4%	7.5%
Older than usual for grade	2.2%	Up from 1.8%	1.0%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=48)</b>				
Teachers with advanced degrees	54.2%	Up from 41.3%	54.2%	56.7%
Continuing contract teachers	81.3%	Down from 91.3%	71.9%	77.3%
Teachers with emergency or provisional certificates	4.3%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	91.7%	Up from 88.9%	85.1%	86.4%
Teacher attendance rate	94.6%	Down from 95.2%	94.8%	94.9%
Average teacher salary	\$46,296	Up 3.3%	\$44,314	\$45,345
Professional development days/teacher	6.2 days	Down from 11.4 days	13.1 days	12.6 days
<b>School</b>				
Principal's years at school	0.0	Down from 6.0	4.0	4.0
Student-teacher ratio in core subjects	19.0 to 1	Up from 13.6 to 1	17.4 to 1	18.5 to 1
Prime instructional time	89.1%	Down from 90.1%	88.9%	89.8%
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*	\$7,257	Up 3.4%	\$7,684	\$7,052
Percent of expenditures for instruction*	73.3%	Down from 73.5%	69.1%	69.1%
Percent of expenditures for teacher salaries*	67.3%	Down from 70.1%	62.9%	64.2%

\* 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 75-85% 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 on-going professional development, reducing class size in all grades, Reading Recovery for at-risk first graders, small group reading, the Read 180 program, 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 after school 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**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	41	85	49
Percent satisfied with learning environment	95.1%	88.1%	71.7%
Percent satisfied with social and physical environment	90.2%	89.3%	75.5%
Percent satisfied with school-home relations	65.9%	84.5%	74.5%

\* 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 17 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

Corrective Action

## 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	<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."</b>

## 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	96.0%	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
<b>English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)</b>											
All Students	293	100	21.5	38.8	33.5	6.2	53.5	42.6	48.2	Yes	Yes
<b>Gender</b>											
Male	152	100	31.1	37.9	25.8	5.3	47	37.7	41.7	N/A	N/A
Female	141	100	11.7	39.8	41.4	7	60.2	47.7	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	57	100	11.8	27.5	52.9	7.8	76.5	62.5	60	Yes	Yes
African American	222	100	23.5	43.9	27	5.6	46.4	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	9	I/S	I/S	I/S	I/S	I/S	I/S	33.9	38.4	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
<b>Disability Status</b>											
Disabled	45	100	55.3	26.3	5.3	13.2	23.7	14.4	16	I/S	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	34.6	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsidized meals	237	100	25.4	40.5	28.8	5.4	48.3	31.7	34	Yes	Yes
<b>Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)</b>											
All Students	293	100	24.2	44.6	18.1	13.1	44.2	37.9	45.8	Yes	Yes
<b>Gender</b>											
Male	152	100	26.5	46.2	15.9	11.4	43.9	38.3	45.6	N/A	N/A
Female	141	100	21.9	43	20.3	14.8	44.5	37.5	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	57	100	7.8	35.3	25.5	31.4	72.5	61	59	Yes	Yes
African American	222	100	28.6	47.4	15.8	8.2	36.7	26.6	26.9	No	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	9	I/S	I/S	I/S	I/S	I/S	I/S	32.1	38.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	45	100	55.3	23.7	10.5	10.5	23.7	17.5	17.1	I/S	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	34.6	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsidized meals	237	100	26.8	49.8	14.6	8.8	36.6	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
<b>Science</b>											
All Students	193	99.5	33.9	37.4	12.1	16.7	28.7	30.6	35.7	96	96.1
<b>Gender</b>											
Male	97	99	37.2	41.9	8.1	12.8	20.9	32.7	37.4	95.9	95.9
Female	96	100	30.7	33	15.9	20.5	36.4	28.6	33.8	96	96.3
<b>Racial/Ethnic Group</b>											
White	41	100	0	36.8	21.1	42.1	63.2	54.7	49.2	96	96.1
African American	145	99.3	43.4	38.8	9.3	8.5	17.8	19.3	17	96	96
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	65.2	58	96.6	97.5
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	21.6	24.9	95.6	95.2
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	90	97.1
<b>Disability Status</b>											
Disabled	34	97.1	56.7	20	6.7	16.7	23.3	16.7	14	95.5	95
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	22.2	24.4	96.2	96
<b>Socio-Economic Status</b>											
Subsided meals	152	99.3	39.1	40.6	10.5	9.8	20.3	18.8	21.1	95.8	95.7
<b>Social Studies</b>											
All Students	196	100	30.3	46.9	15.4	7.4	22.9	28.7	34	96	96.1
<b>Gender</b>											
Male	104	100	34.1	46.2	14.3	5.5	19.8	32.2	36.6	95.9	95.9
Female	92	100	26.2	47.6	16.7	9.5	26.2	25.1	31.3	96	96.3
<b>Racial/Ethnic Group</b>											
White	37	100	15.2	45.5	24.2	15.2	39.4	49.3	44.5	96	96.1
African American	146	100	33.8	47.7	13.8	4.6	18.5	19.2	19.1	96	96
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	50	58.9	96.6	97.5
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	30	27.5	95.6	95.2
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	90	97.1
<b>Disability Status</b>											
Disabled	30	100	50	23.1	11.5	15.4	26.9	15.5	14.4	95.5	95
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	26.7	27.3	96.2	96
<b>Socio-Economic Status</b>											
Subsided meals	160	100	33.6	46.4	14.3	5.7	20	19.5	21	95.8	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*	
<b>English/Language Arts</b>									
<b>2007</b>	3	95	99	14	31.4	51.2	3.5	54.7	
	4	83	98.8	19.2	46.6	31.5	2.7	34.2	
	5	88	98.9	21.3	55	23.8	0	23.8	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	107	100	11	42.9	40.7	5.5	46.2	
	4	99	100	19.8	39.6	30.8	9.9	40.7	
	5	87	100	35.9	33.3	28.2	2.6	30.8	
	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	
<b>Mathematics</b>									
<b>2007</b>	3	95	99	19.8	48.8	18.6	12.8	31.4	
	4	83	98.8	35.6	31.5	17.8	15.1	32.9	
	5	88	98.9	18.8	48.8	17.5	15	32.5	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	107	100	25.3	52.7	14.3	7.7	22	
	4	99	100	19.8	44	17.6	18.7	36.3	
	5	87	100	28.2	35.9	23.1	12.8	35.9	
	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	
<b>Science</b>									
<b>2007</b>	3	48	100	45.5	20.5	20.5	13.6	34.1	
	4	83	98.8	46.6	24.7	11	17.8	28.8	
	5	45	97.8	55	32.5	7.5	5	12.5	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	53	100	35.6	35.6	17.8	11.1	28.9	
	4	97	99	33.3	38.9	12.2	15.6	27.8	
	5	43	100	33.3	35.9	5.1	25.6	30.8	
	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	
<b>Social Studies</b>									
<b>2007</b>	3	47	97.9	33.3	45.2	14.3	7.1	21.4	
	4	83	98.8	49.3	34.2	9.6	6.8	16.4	
	5	43	100	39	39	17.1	4.9	22	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	54	100	17.4	71.7	10.9	0	10.9	
	4	98	100	24.4	41.1	21.1	13.3	34.4	
	5	44	100	59	30.8	7.7	2.6	10.3	
	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	

Abbreviations for Missing Data

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