

Willow Drive Elementary

26 Willow Drive
Sumter, South Carolina

Grades	PK-5 Elementary School	
Enrollment	584 Students	
Principal	Dr. Melissa O'Connor	803-773-5796
Superintendent	Zona W. Jefferson, Ph. D.	803-469-8536
Board Chair	Mr. Greg L. Simonson	803-778-1886

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Average
2008	Below Average	Below Average
2007	Average	At-Risk
2006	Average	At-Risk
2005	Average	At-Risk

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 2008-09 whose 2007-08 test scores were located

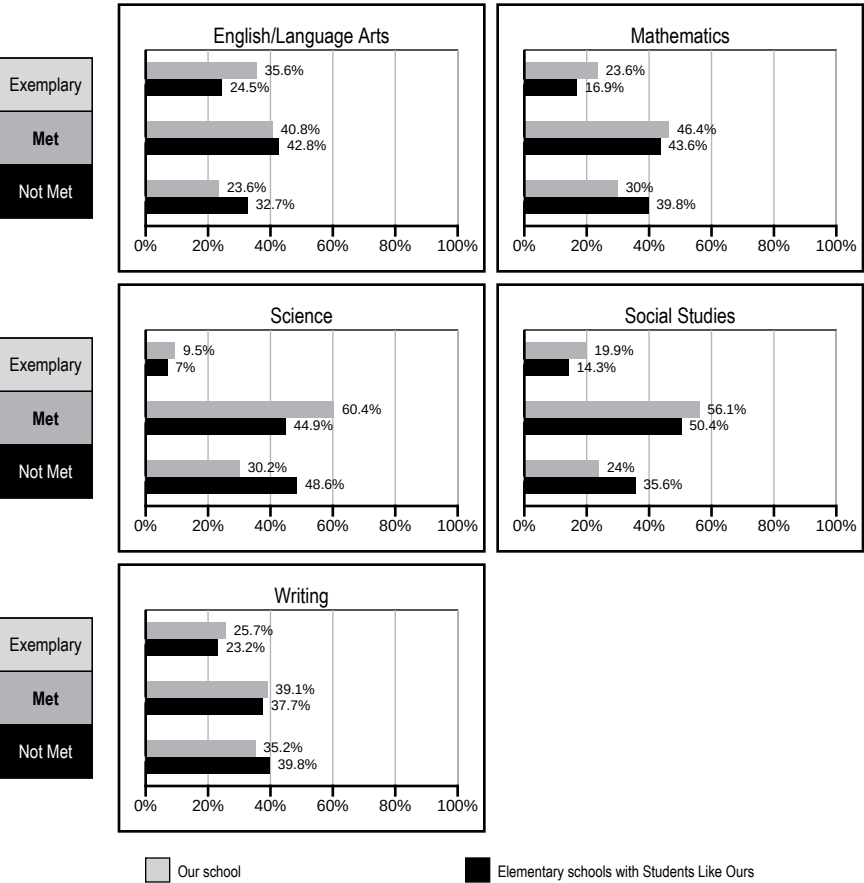
95.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	5	95	57	19

* Ratings are calculated with data available by 06/01/2010.

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=584)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	5.0%	Up from 2.7%	2.5%	1.9%
Attendance rate	95.3%	Down from 96.0%	96.0%	96.3%
Eligible for gifted and talented	8.4%	Up from 6.2%	4.3%	10.0%
With disabilities other than speech	9.0%	Up from 7.4%	8.1%	7.7%
Older than usual for grade	2.7%	Up from 2.2%	1.0%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=47)				
Teachers with advanced degrees	59.6%	Up from 54.2%	56.8%	59.4%
Continuing contract teachers	85.1%	Up from 81.3%	73.7%	80.0%
Teachers with emergency or provisional certificates	2.3%	Down from 4.3%	0.0%	0.0%
Teachers returning from previous year	89.4%	Down from 91.7%	83.1%	85.9%
Teacher attendance rate	94.7%	Up from 94.6%	95.1%	95.1%
Average teacher salary*	\$47,433	Up 2.5%	\$45,608	\$47,149
Professional development days/teacher	8.7 days	Up from 6.2 days	10.9 days	11.1 days
School				
Principal's years at school	7.0	Up from 0.0	3.0	4.0
Student-teacher ratio in core subjects	14.9 to 1	Down from 19.0 to 1	17.4 to 1	18.8 to 1
Prime instructional time	89.4%	Up from 89.1%	90.1%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	88.7%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,558	Up 4.1%	\$8,320	\$7,458
Percent of expenditures for instruction**	72.0%	Down from 73.3%	68.5%	68.8%
Percent of expenditures for teacher salaries**	67.0%	Down from 67.3%	62.1%	63.2%

* 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

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 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
Christine Elrod, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	45	84	48
Percent satisfied with learning environment	95.6%	90.5%	64.6%
Percent satisfied with social and physical environment	88.9%	82.7%	60.9%
Percent satisfied with school-home relations	73.3%	85.5%	72.3%

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

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School Adequate Yearly Progress

YES

This school met 17 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

CA-DELAY

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	3.2%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.3%	94.0%*	Yes

* Or greater than last year

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	284	100	22.6	39.5	37.9	88.1	84.2	82.8	Yes	Yes
Gender										
Male	146	100	27.4	37	35.6	85.2	80.9	79.3	N/A	N/A
Female	138	100	17.5	42.1	40.5	91.3	87.7	86.5	N/A	N/A
Racial/Ethnic Group										
White	58	100	9.3	31.5	59.3	94.4	93.9	89.5	Yes	Yes
African American	209	100	26	43.2	30.7	85.9	80.1	73.7	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	96.8	92.3	I/S	I/S
Hispanic	13	100	25	16.7	58.3	91.7	73.2	76.5	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	82.5	I/S	I/S
Disability Status										
Disabled	36	100	30.3	27.3	42.4	84.8	59.5	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	70	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	231	100	26.1	41.2	32.7	86.3	79.5	75.5	Yes	Yes

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

All Students	284	100	28.7	45.2	26.1	83.9	77.3	78.9	Yes	Yes
Gender										
Male	146	100	28.1	47.4	24.4	85.2	75.2	77	N/A	N/A
Female	138	100	29.4	42.9	27.8	82.5	79.5	80.9	N/A	N/A
Racial/Ethnic Group										
White	58	100	13	40.7	46.3	94.4	91.3	87.2	Yes	Yes
African American	209	100	33.9	46.9	19.3	80.2	70.9	66.7	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	96.8	93	I/S	I/S
Hispanic	13	100	16.7	50	33.3	100	76.1	76	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	79.5	I/S	I/S
Disability Status										
Disabled	36	100	33.3	33.3	33.3	75.8	46.7	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	68	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	231	100	33.2	46.9	19.9	80.6	71	70.2	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
Science								
All Students	189	100	29.3	58.6	12.1	70.7	67.4	67.5
Gender								
Male	96	100	28.9	55.6	15.6	71.1	68.3	67
Female	93	100	29.8	61.9	8.3	70.2	66.5	68
Racial/Ethnic Group								
White	36	100	9.1	69.7	21.2	90.9	86.8	79.5
African American	142	100	34.8	56.8	8.3	65.2	58.2	50.3
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	83.3	84.3
Hispanic	8	I/S	I/S	I/S	I/S	I/S	75	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	18	100	52.9	17.6	29.4	47.1	34.6	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	63.2	59.6
Socio-Economic Status								
Subsided meals	160	100	33.6	59.6	6.8	66.4	58.8	55.1

Social Studies								
All Students	198	100	22.8	56.1	21.1	77.2	73.4	72.3
Gender								
Male	102	100	29.3	52.2	18.5	70.7	73.7	71.5
Female	96	100	15.9	60.2	23.9	84.1	73.2	73.2
Racial/Ethnic Group								
White	35	100	9.1	54.5	36.4	90.9	86.3	80.7
African American	150	100	26.1	59	14.9	73.9	67.3	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	87.5	88.5
Hispanic	11	100	27.3	18.2	54.5	72.7	75.5	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	72.2
Disability Status								
Disabled	30	100	40.7	37	22.2	59.3	45.7	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	72.7	67.9
Socio-Economic Status								
Subsided meals	164	100	26.4	58.1	15.5	73.6	66.4	62.1

Abbreviations for Missing Data

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
Writing										
All Students	285	95.1	34.9	39.3	25.8	65.1	66.6	70.2	95.3	95.9
Gender										
Male	145	94.5	44.2	37.2	18.6	55.8	59.4	63.2	95.1	95.7
Female	140	95.7	25.2	41.5	33.3	74.8	74.2	77.5	95.5	96.2
Racial/Ethnic Group										
White	59	98.3	24.5	35.8	39.6	75.5	84.2	79.1	95.1	95.8
African American	210	93.8	38.8	42.1	19.1	61.2	58.5	57.6	95.3	96
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	88.2	86.2	97.3	97.3
Hispanic	12	100	25	25	50	75	63.4	62.6	95.6	95.8
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	68.7	91.1	93.7
Disability Status										
Disabled	40	70	65.4	23.1	11.5	34.6	19.5	26.1	93.9	94.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	56.9	61.2	95.6	96.1
Socio-Economic Status										
Subsidized meals	234	95.3	38.5	42	19.5	61.5	57.6	58.9	95.1	95.6

Abbreviations for Missing Data

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	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
Mathematics							
2009	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
Science							
2009	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
Social Studies							
2009	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
Writing							
2009	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

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