



Allendale Elementary

4561 Allendale Fairfax
Allendale, SC 29810

Grades	PK-5 Elementary School	
Enrollment	522 Students	
Principal	Sheila D. Leath	803-584-3476
Superintendent	Ora L. Watson, Ph.D.	803-584-4603
Board Chair	Willie Priester	803-584-4603

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

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

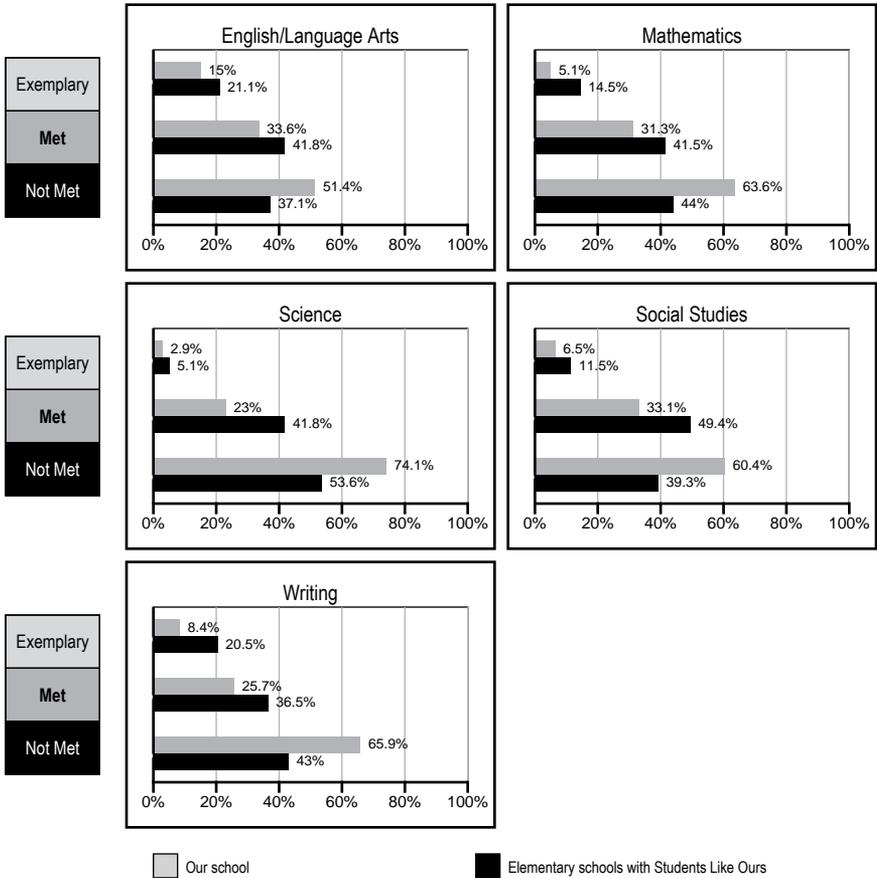
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 98.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	2	48	49	29

* 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=522)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	5.6%	Up from 4.2%	2.5%	1.9%
Attendance rate	95.5%	Up from 95.1%	96.0%	96.3%
Eligible for gifted and talented	0.0%	Down from 0.8%	2.8%	10.0%
With disabilities other than speech	5.2%	Down from 6.6%	7.4%	7.7%
Older than usual for grade	3.4%	Up from 2.8%	1.2%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=36)				
Teachers with advanced degrees	36.1%	Up from 35.3%	57.1%	59.4%
Continuing contract teachers	69.4%	Up from 61.8%	70.6%	80.0%
Teachers with emergency or provisional certificates	0.0%	Down from 3.3%	0.0%	0.0%
Teachers returning from previous year	79.3%	Up from 74.5%	81.2%	85.9%
Teacher attendance rate	N/R	N/R	95.2%	95.1%
Average teacher salary*	\$42,956	Up 10.2%	\$45,558	\$47,149
Professional development days/teacher	6.5 days	Down from 16.7 days	11.0 days	11.1 days
School				
Principal's years at school	2.0	Up from 1.0	2.0	4.0
Student-teacher ratio in core subjects	8.5 to 1	Down from 20.0 to 1	16.4 to 1	18.8 to 1
Prime instructional time	N/R	N/R	90.1%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Average	No Change	Good	Excellent
Dollars spent per pupil**	\$8,063	Down 2.6%	\$8,727	\$7,458
Percent of expenditures for instruction**	71.7%	No Change	68.2%	68.8%
Percent of expenditures for teacher salaries**	65.9%	No Change	61.8%	63.2%

* 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

The mission of Allendale Elementary is to create and maintain an environment that ensures that every student reaches a high level of academic achievement as determined by state and national standards.

The top priority at AES continues to be student achievement. We are advocates of high-quality results oriented staff development. An emphasis on the use of read alouds, independent reading, and guided reading instruction as part of a balanced literacy approach was initiated this year. Teachers and administrators met for extended planning times for an in-depth study of instructional strategies and best practices.

We believe technology is the key to the future and students need this exposure. Expansion of technology was achieved through the use of Successmaker in the computer labs, Promethean boards, and document cameras.

Our school was very fortunate to have been awarded the HealthierUS Challenge Gold Award for our efforts in creating a healthy school environment by promoting good nutrition and physical activity.

We are extremely grateful for the commitment that our staff has made over this year as we all work together to provide the best educational opportunities for our students and school. This report card is a call to action for everyone to be involved in our continuing effort to constantly improve. Thank you for your support and for sharing the responsibilities of the success of our students and of Allendale Elementary.

Sheila D. Leath, Principal
Eddie Dean, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	21	69	30
Percent satisfied with learning environment	52.4%	87.0%	51.7%
Percent satisfied with social and physical environment	57.1%	86.8%	46.7%
Percent satisfied with school-home relations	28.6%	89.7%	66.7%

* 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

NO

This school met 10 out of 13 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

R

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	3.9%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	3.3%	0.0%	No
Student attendance rate	95.5%	94.0%*	Yes

* Or greater than last year

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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	240	99.6	50.7	33.5	15.8	64.3	57.9	82.8	Yes	Yes
Gender										
Male	135	99.3	53.2	33.1	13.7	63.7	55	79.3	N/A	N/A
Female	105	100	47.4	34	18.6	64.9	61.5	86.5	N/A	N/A
Racial/Ethnic Group										
White	3	I/S	I/S	I/S	I/S	I/S	I/S	89.5	I/S	I/S
African American	232	99.6	51.6	33.5	14.9	63.7	56.8	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	92.3	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	83.3	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	26	100	48	36	16	76	40.3	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	4	I/S	I/S	I/S	I/S	I/S	I/S	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	229	99.6	51.9	33.3	14.8	63.3	57	75.5	Yes	Yes

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

All Students	240	99.6	62.9	32.1	5	51.6	46.3	78.9	No	Yes
Gender										
Male	135	99.3	62.9	33.1	4	51.6	43.8	77	N/A	N/A
Female	105	100	62.9	30.9	6.2	51.5	49.5	80.9	N/A	N/A
Racial/Ethnic Group										
White	3	I/S	I/S	I/S	I/S	I/S	I/S	87.2	I/S	I/S
African American	232	99.6	64.2	30.7	5.1	50.2	45.1	66.7	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	93	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	75	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	26	100	N/AV	N/AV	N/AV	28	17.7	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	4	I/S	I/S	I/S	I/S	I/S	I/S	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	229	99.6	63.3	32.4	4.3	51.4	45.1	70.2	No	Yes

* Adjusted to account for natural variation in performance.

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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
Science								
All Students	155	100	73.4	23.1	3.5	26.6	27.8	67.5
Gender								
Male	89	100	74.4	24.4	1.2	25.6	30.9	67
Female	66	100	72.1	21.3	6.6	27.9	23.8	68
Racial/Ethnic Group								
White	2	I/S	I/S	I/S	I/S	I/S	I/S	79.5
African American	150	100	74.1	23	2.9	25.9	26.4	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	84.3
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	60.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status								
Disabled	11	100	I/S	I/S	I/S	I/S	7.3	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	2	I/S	I/S	I/S	I/S	I/S	I/S	59.6
Socio-Economic Status								
Subsized meals	150	100	74.6	21.7	3.6	25.4	27	55.1
Social Studies								
All Students	158	99.4	59.3	34.5	6.2	40.7	34.3	72.3
Gender								
Male	90	98.9	59.8	35.4	4.9	40.2	35.1	71.5
Female	68	100	58.7	33.3	7.9	41.3	33.3	73.2
Racial/Ethnic Group								
White	2	I/S	I/S	I/S	I/S	I/S	I/S	80.7
African American	152	99.3	60.7	32.9	6.4	39.3	32.8	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	88.5
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	72.2
Disability Status								
Disabled	19	100	N/AV	N/AV	N/AV	47.4	30.2	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	3	I/S	I/S	I/S	I/S	I/S	I/S	67.9
Socio-Economic Status								
Subsized meals	151	99.3	59.4	35.5	5.1	40.6	33.4	62.1

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
Writing										
All Students	237	97.1	65.9	25.7	8.4	34.1	33.1	70.2	95.5	95.5
Gender										
Male	133	97.7	71.9	20.7	7.4	28.1	27.1	63.2	95.8	95.6
Female	104	96.2	58.1	32.3	9.7	41.9	40.7	77.5	95.1	95.5
Racial/Ethnic Group										
White	2	I/S	I/S	I/S	I/S	I/S	I/S	79.1	93.5	93
African American	230	98.3	65.9	25.6	8.5	34.1	32.3	57.6	95.5	95.6
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	86.2	98.9	98.9
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	62.6	95.3	95.2
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	68.7	98.3	98.3
Disability Status										
Disabled	29	75.9	N/AV	N/AV	N/AV	9.5	5.2	26.1	93.3	94.2
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	4	I/S	I/S	I/S	I/S	I/S	I/S	61.2	95.3	95
Socio-Economic Status										
Subsidized meals	226	96.9	67	25.1	7.9	33	31.9	58.9	95.4	95.4

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	91	100	48.8	29.8	21.4	51.2
	4	71	98.6	64.1	26.6	9.4	35.9
	5	78	100	41.1	43.8	15.1	58.9
	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
Mathematics							
2009	3	91	100	66.7	27.4	6	33.3
	4	71	98.6	60.9	37.5	1.6	39.1
	5	78	100	60.3	32.9	6.8	39.7
	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	46	100	76.7	18.6	4.7	23.3
	4	70	100	71.9	25	3.1	28.1
	5	39	100	72.2	25	2.8	27.8
	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	46	100	35.7	52.4	11.9	64.3
	4	71	98.6	64.1	31.3	4.7	35.9
	5	41	100	76.9	20.5	2.6	23.1
	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
Writing							
2009	3	91	97.8	59.8	29.3	11	40.2
	4	69	100	78.1	15.6	6.3	21.9
	5	77	93.5	61.8	30.9	7.4	38.2
	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

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