



Allendale Elementary

4561 Allendale-Fairfax
Allendale, SC 29810

Grades	PK-5 Elementary School	
Enrollment	569 Students	
Principal	Sheila Leath	803-584-3476
Superintendent	Dr. Ora Lee Watson	803-584-4603
Board Chair	Alonzo Fraizer	803-584-3051

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	At-Risk	At-Risk
2007	At-Risk	Below Average
2006	At-Risk	At-Risk
2005	Below Average	Good
2004	Below Average	At-Risk

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

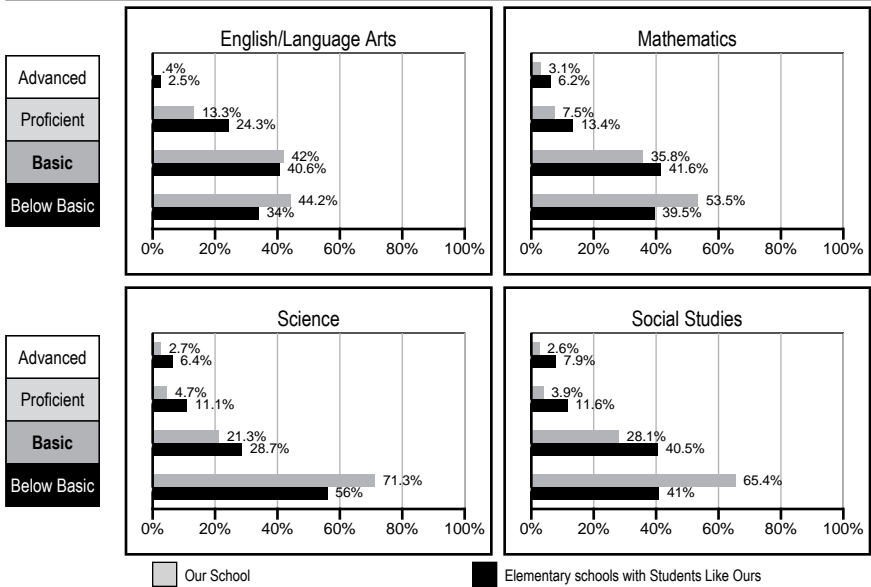
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 98.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	4	4	46	61

* 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
Students (n=569)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	4.2%	Down from 6.8%	3.1%	2.3%
Attendance rate	95.1%	Down from 95.3%	96.0%	96.3%
Eligible for gifted and talented	0.8%	Up from 0.0%	2.7%	10.4%
With disabilities other than speech	6.6%	Up from 4.9%	7.6%	7.5%
Older than usual for grade	2.8%	Down from 3.8%	1.5%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=34)				
Teachers with advanced degrees	35.3%	Down from 37.5%	53.3%	56.7%
Continuing contract teachers	61.8%	Down from 65.0%	68.1%	77.3%
Teachers with emergency or provisional certificates	3.3%	Down from 12.5%	0.0%	0.0%
Teachers returning from previous year	74.5%	Down from 76.0%	82.6%	86.4%
Teacher attendance rate	94.6%	Up from 93.0%	94.7%	94.9%
Average teacher salary	\$38,976	Up 1.5%	\$43,737	\$45,345
Professional development days/teacher	16.7 days	Up from 12.0 days	13.3 days	12.6 days
School				
Principal's years at school	1.0	Down from 3.0	3.0	4.0
Student-teacher ratio in core subjects	20.0 to 1	Up from 18.4 to 1	16.3 to 1	18.5 to 1
Prime instructional time	86.9%	Up from 85.9%	89.1%	89.8%
Opportunities in the arts	Good	Down from Excellent	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Average	Down from Good	Excellent	Excellent
Dollars spent per pupil*	\$8,276	Up 3.7%	\$8,241	\$7,052
Percent of expenditures for instruction*	71.7%	Up from 70.7%	68.1%	69.1%
Percent of expenditures for teacher salaries*	65.9%	Up from 62.9%	60.2%	64.2%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

During the 2007-08 school year, Allendale Elementary's theme "Teamwork Makes The Dream Work" served as a foundational belief that underpinned our efforts.

All instructional practices are based on the district curriculum, which provides the framework for the teaching of Literacy, Mathematics, Science, and Social Studies. The curriculum is closely aligned with the South Carolina Curriculum Standards. At Allendale Elementary, teachers use research-based, instructional strategies as they provide direct instruction in reading comprehension and decoding skills, spelling, word study, and grammar.

Teachers were engaged in frequent and continuous conversations regarding student data such as MAP, PACT, and Benchmarks. Data-driven instructional decisions were made based on the findings.

Over half of our classrooms now have Promethean interactive boards installed. We have found these boards to captivate students, keep them engaged in the lesson, and encourage learning. Our goal is to have an interactive board in every classroom.

A critical component to maintaining high staff morale and increasing student achievement is providing opportunities for continued adult learning that helps teachers build and maintain a solid foundation for their teaching. For our staff, professional development enriches and revitalizes them while allowing time for self-reflection and further growth. Teachers received training in the High Scope Curriculum, differentiated instruction, best practice in the four content areas, and training on the use of the Promethean interactive whiteboard.

Students participated in various afterschool activities including Boy Scouts, Girl Scouts, dance, music, drill team, Beta Club, gardening, and arts and crafts. We had our first Night of the Arts program to spotlight our many talented students. Students sang, danced, and recited poetry. We plan for this to become an annual event.

Students received School to Work experience by applying for various jobs within the school. Students were expected to complete a job application, get two letters of support from their teachers, and participate in a face-to-face interview. Various positions were available including school store clerk, safety patrol, flag patrol, drill team, and co-anchors for TNN our morning news show.

Here at Allendale Elementary, parents and staff will continue to work together as partners to increase student achievement.

Sheila D. Leath, Principal
Eddie Dean, SIC President

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	34	71	23
Percent satisfied with learning environment	52.9%	85.7%	68.2%
Percent satisfied with social and physical environment	51.5%	82.6%	52.2%
Percent satisfied with school-home relations	21.9%	81.4%	60.9%

* 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 7 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

Restructure

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	10.5%	6.8%	
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.6%	0.0%	No
Student attendance rate	95.1%	94.0%	Yes

* Or greater than last year

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*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	244	98.8	43.4	42.1	13.6	0.9	20.6	16.1	48.2	No	Yes
Gender											
Male	136	97.8	46.9	38.5	13.8	0.8	21.5	14.4	41.7	N/A	N/A
Female	108	100	38.8	46.9	13.3	1	19.4	18.2	55	N/A	N/A
Racial/Ethnic Group											
White	6	I/S	I/S	I/S	I/S	I/S	I/S	46.7	60	I/S	I/S
African American	230	99.1	43.5	42.6	13.4	0.5	19.9	15.3	31.7	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	70.4	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	25	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
Disability Status											
Disabled	30	96.7	64.3	28.6	3.6	3.6	7.1	2.7	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	I/S	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	214	98.6	45.3	39.9	14.3	0.5	21.2	15.9	34	No	Yes

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

All Students	244	100	52.8	36.4	7.8	3	19.5	14.5	45.8	No	Yes
Gender											
Male	136	100	54.1	35.3	7.5	3	19.5	13.6	45.6	N/A	N/A
Female	108	100	51	37.8	8.2	3.1	19.4	15.5	45.9	N/A	N/A
Racial/Ethnic Group											
White	6	I/S	I/S	I/S	I/S	I/S	I/S	40	59	I/S	I/S
African American	230	100	52.8	37.2	7.3	2.8	18.3	13.4	26.9	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	71.3	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	41.7	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
Disability Status											
Disabled	30	100	79.3	17.2	3.4	0	6.9	2.7	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	I/S	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	214	100	54.4	36.4	6.8	2.4	18	13.3	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	163	100	71.6	20.6	4.5	3.2	7.7	6.8	35.7	95.1	94.9
Gender											
Male	93	100	79.3	13	3.3	4.3	7.6	8.1	37.4	95.1	94.8
Female	70	100	60.3	31.7	6.3	1.6	7.9	5.3	33.8	95	95
Racial/Ethnic Group											
White	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	49.2	95.2	94.3
African American	157	100	72.5	21.5	3.4	2.7	6	6.2	17	95.1	94.9
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	92.1	93.2
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.9	94.3	93.8
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	99.4	99.4
Disability Status											
Disabled	17	100	81.3	6.3	6.3	6.3	12.5	4.3	14	93.9	94.6
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	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.4	95	94.5
Socio-Economic Status											
Subsided meals	144	100	75.5	17.3	5	2.2	7.2	5.9	21.1	94.9	94.8
Social Studies											
All Students	164	99.4	64.9	28.6	3.9	2.6	6.5	5.5	34	95.1	94.9
Gender											
Male	90	98.9	67.8	25.3	4.6	2.3	6.9	6	36.6	95.1	94.8
Female	74	100	61.2	32.8	3	3	6	4.9	31.3	95	95
Racial/Ethnic Group											
White	4	I/S	I/S	I/S	I/S	I/S	I/S	9.1	44.5	95.2	94.3
African American	153	100	64.8	28.3	4.1	2.8	6.9	5.3	19.1	95.1	94.9
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	92.1	93.2
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	27.5	94.3	93.8
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	99.4	99.4
Disability Status											
Disabled	23	100	78.3	21.7	0	0	0	0	14.4	93.9	94.6
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	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	27.3	95	94.5
Socio-Economic Status											
Subsided meals	141	99.3	67.2	27.6	2.2	3	5.2	5.2	21	94.9	94.8

* 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	81	97.5	36.8	41.2	19.1	2.9	22.1	
	4	85	100	45.6	43	10.1	1.3	11.4	
	5	66	100	59.7	33.9	6.5	0	6.5	
	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
2008	3	79	97.5	34.2	38.4	26	1.4	27.4	
	4	80	100	53.2	36.4	10.4	0	10.4	
	5	85	98.8	42.3	51.3	5.1	1.3	6.4	
	6	N/A	I/S	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	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics									
2007	3	81	98.8	43.5	46.4	8.7	1.4	10.1	
	4	85	100	39.2	45.6	8.9	6.3	15.2	
	5	66	100	45.2	40.3	11.3	3.2	14.5	
	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
2008	3	79	100	56	36	5.3	2.7	8	
	4	80	100	55.8	35.1	5.2	3.9	9.1	
	5	85	100	46.8	38	12.7	2.5	15.2	
	6	N/A	I/S	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	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Science									
2007	3	41	100	75	22.2	0	2.8	2.8	
	4	85	100	70.7	24	2.7	2.7	5.3	
	5	33	100	74.2	22.6	3.2	0	3.2	
	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
2008	3	38	100	67.6	21.6	8.1	2.7	10.8	
	4	80	100	71.4	23.4	2.6	2.6	5.2	
	5	45	100	75.6	14.6	4.9	4.9	9.8	
	6	N/A	I/S	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	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies									
2007	3	40	100	37.5	56.3	6.3	0	6.3	
	4	85	100	64	33.3	2.7	0	2.7	
	5	33	100	71	29	0	0	0	
	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
2008	3	42	100	52.6	31.6	13.2	2.6	15.8	
	4	80	100	61	33.8	1.3	3.9	5.2	
	5	42	97.6	84.6	15.4	0	0	0	
	6	N/A	I/S	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	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S

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