



ALLENDALE ELEMENTARY

4561 Allendale Fairfax
Allendale, South Carolina

Grades	PK-5 Elementary School	
Enrollment	537 Students	
Principal	Sheila Leath	803-584-3476
Superintendent	Terrance Alridge, PhD., interim 803-584-4603	
Board Chair	Mrs. Alexis Zeidan	803-584-2530

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	At-Risk	At-Risk
2009	At-Risk	At-Risk
2008	At-Risk	At-Risk
2007	At-Risk	Below Average
2006	At-Risk	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

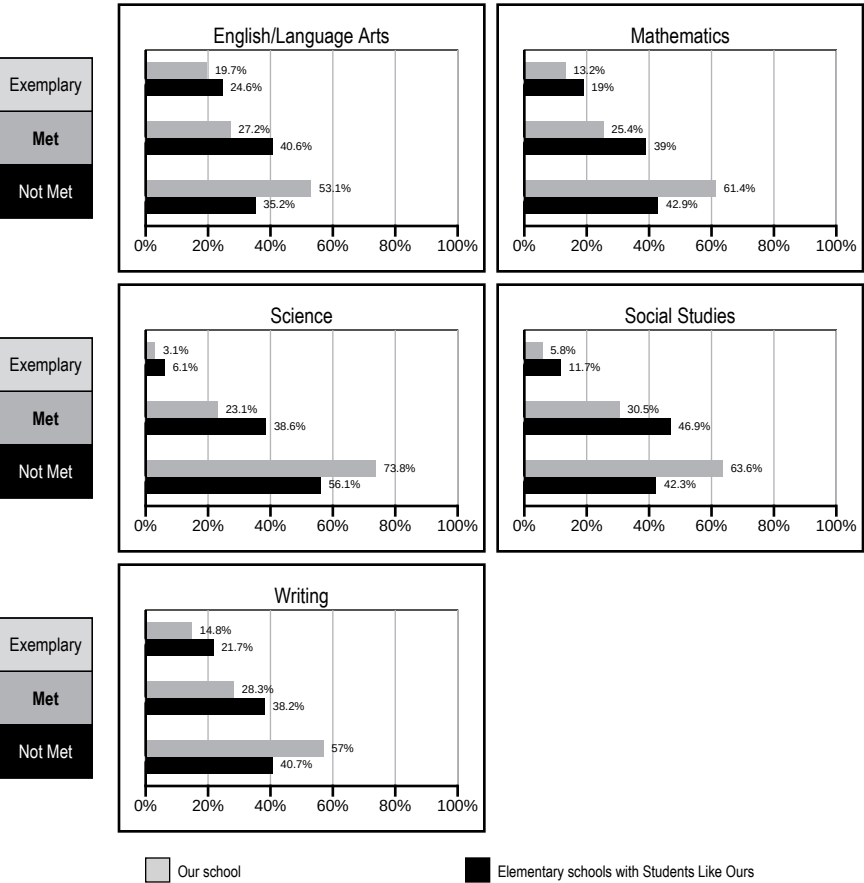
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 98.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	4	72	55	23

* Ratings are calculated with data available by 03/09/2011.

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=537)				
First graders who attended full-day kindergarten	71.9%	Down from 100.0%	100.0%	100.0%
Retention rate	9.8%	Up from 5.6%	1.5%	1.2%
Attendance rate	95.2%	Down from 95.5%	95.9%	96.1%
Eligible for gifted and talented	0.0%	No Change	4.3%	11.7%
With disabilities other than speech	4.2%	Down from 5.2%	8.2%	8.0%
Older than usual for grade	5.9%	Up from 3.4%	0.8%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=35)				
Teachers with advanced degrees	40.0%	Up from 36.1%	60.0%	60.5%
Continuing contract teachers	62.9%	Down from 69.4%	78.8%	84.6%
Teachers with emergency or provisional certificates	4.3%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	76.1%	Down from 79.3%	83.2%	87.0%
Teacher attendance rate	N/R	N/R	95.4%	95.4%
Average teacher salary*	\$38,910	Down 9.4%	\$45,504	\$47,288
Professional development days/teacher	9.2 days	Up from 6.5 days	10.6 days	10.5 days
School				
Principal's years at school	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio in core subjects	17.7 to 1	Up from 8.5 to 1	17.1 to 1	19.2 to 1
Prime instructional time	N/R	N/R	90.5%	90.8%
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	Good	Up from Average	Excellent	Excellent
Dollars spent per pupil**	\$7,656	Down 5.0%	\$8,757	\$7,548
Percent of expenditures for instruction**	69.9%	Down from 71.7%	68.2%	68.7%
Percent of expenditures for teacher salaries**	56.5%	Down from 65.9%	62.4%	65.1%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

The 2009-2010 school year has been full of opportunities for the students and faculty at Allendale Elementary School.

Allendale Elementary School continues to implement programs that we feel will increase the academic achievement of our students. Our teachers continue to attend numerous professional staff-development opportunities as a way of raising the quality of instruction and implementing best teaching strategies. As a faculty, we continue to look for ways to increase the literacy rates of our students.

We continue to have an emphasis on the arts. Our students performed three musical productions this year with the assistance of an artist-in-residence. In addition, we continued our Steel Drum Band who performed around the state throughout the school year.

Our school completed its first year of PBIS (Positive Behaviors, Interventions and Support). Our school Code of Conduct was expressed through The 4 B's: Be Respectful, Be Responsible, Be Cooperative and Be Safe." Our schoolwide 4 B's matrix clearly describes behavioral expectations linked to these four attribute for our students to follow within all common areas of our building and campus. Our entire school staff supports and encourages students in this endeavor by recognizing students and classes who demonstrate The 4 B's on a daily basis.

Sheila Leath, Principal
Mark Lott, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	21	61	30
Percent satisfied with learning environment	55.0%	93.2%	90.0%
Percent satisfied with social and physical environment	68.4%	79.7%	73.3%
Percent satisfied with school-home relations	10.5%	81.0%	86.2%

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

Abbreviations for Missing Data

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

No Child Left Behind

School Adequate Yearly Progress	NO
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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
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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	1.9%
Classes in high poverty schools not taught by highly qualified teachers	9.0%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	3.9%	0.0%	No
Student attendance rate	95.2%	94.0%*	Yes

* Or greater than last year

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*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	250	98	53	27	20	65.7	53.5	83.5	Yes	Yes
Gender										
Male	141	98.6	58.3	22.8	18.9	60.6	48.7	80.1	N/A	N/A
Female	109	97.3	46.6	32	21.4	71.8	59.3	87	N/A	N/A
Racial/Ethnic Group										
White	6	I/S	I/S	I/S	I/S	I/S	81.8	89.6	I/S	I/S
African American	237	98.3	53.4	26	20.6	64.6	52.5	74.6	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	92.7	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	70.6	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	85.1	I/S	I/S
Disability Status										
Disabled	25	88	81	14.3	4.8	38.1	30.4	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	69.2	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	223	98.7	54.7	26.9	18.4	65.1	52.9	76.9	Yes	Yes

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

All Students	250	98	61.3	25.7	13	50	46.4	80.4	No	Yes
Gender										
Male	141	98.6	62.2	26	11.8	48.8	44.3	78.4	N/A	N/A
Female	109	97.3	60.2	25.2	14.6	51.5	49	82.5	N/A	N/A
Racial/Ethnic Group										
White	6	I/S	I/S	I/S	I/S	I/S	72.7	87.8	I/S	I/S
African American	237	98.3	61.4	26	12.6	50.2	45.8	69.3	No	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	93.5	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	52.9	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	83.2	I/S	I/S
Disability Status										
Disabled	25	88	N/A	N/A	N/A	28.6	24.6	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	46.2	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	223	98.7	61.8	26.4	11.8	48.6	45	72.8	No	Yes

* Adjusted to account for natural variation in performance.

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
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Science

All Students	169	100	73.8	23.1	3.1	26.3	25.3	67.3
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Gender

Male	102	100	75.8	21.1	3.2	24.2	27.2	66.9
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Female	67	100	70.8	26.2	3.1	29.2	22.7	67.7
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Racial/Ethnic Group

White	3	I/S	I/S	I/S	I/S	I/S	I/S	79.6
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African American	161	100	73.5	23.2	3.2	26.5	24	49.7
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Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	84.4
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Hispanic	5	I/S	I/S	I/S	I/S	I/S	50	59.4
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American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5
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Disability Status

Disabled	18	100	N/A	N/A	N/A	11.8	19.1	33.8
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Migrant Status

Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
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English Proficiency

Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	45.5	58.6
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Socio-Economic Status

Subsidized meals	151	100	74.7	23.3	2.1	25.3	24.9	55.4
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Social Studies

All Students	170	98.8	64.3	29.9	5.7	35.7	29.5	70.9
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Gender

Male	92	97.8	62.2	31.7	6.1	37.8	27.2	70.1
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Female	78	100	66.7	28	5.3	33.3	32	71.7
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Racial/Ethnic Group

White	4	I/S	I/S	I/S	I/S	I/S	I/S	79.2
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African American	163	98.8	64.1	30.1	5.9	35.9	28.8	58.4
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Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	86.8
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Hispanic	3	I/S	I/S	I/S	I/S	I/S	36.4	68
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American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	71.2
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Disability Status

Disabled	14	92.9	N/A	N/A	N/A	16.7	13	39.3
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Migrant Status

Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
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English Proficiency

Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	68
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Socio-Economic Status

Subsidized meals	153	99.4	66.2	28.3	5.5	33.8	28	60.8
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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	252	96	56.2	28.8	15	43.8	34.5	72.1	95.2	95.4
Gender										
Male	141	96.5	61.6	26.4	12	38.4	27.5	65.2	95.4	95.4
Female	111	95.5	49.5	31.7	18.8	50.5	42.9	79.2	95	95.4
Racial/Ethnic Group										
White	6	I/S	I/S	I/S	I/S	I/S	54.5	80.8	94.8	94.2
African American	239	96.2	55.7	29.2	15.1	44.3	34	59.7	95.2	95.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	87	97.8	89.6
Hispanic	7	I/S	I/S	I/S	I/S	I/S	40	64.6	95.7	96.5
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	73.4	97.8	96.8
Disability Status										
Disabled	25	68	N/AV	N/AV	N/AV	6.3	8.1	27.7	92.8	94.3
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	83.9	83.9
English Proficiency										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	27.3	63.7	95.6	95.8
Socio-Economic Status										
Subsidized meals	224	96.4	56.5	29.2	14.4	43.5	34.2	61.9	95.1	95.3

Abbreviations for Missing Data

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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
2010	3	87	97.7	47.5	23.8	28.8	52.5
	4	92	100	57	27.9	15.1	43
	5	71	95.8	54.7	29.7	15.6	45.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	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
2010	3	87	97.7	66.3	23.8	10	33.8
	4	92	100	59.3	27.9	12.8	40.7
	5	71	95.8	57.8	25	17.2	42.2
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	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
2010	3	43	100	85.4	12.2	2.4	14.6
	4	92	100	67.4	29.1	3.5	32.6
	5	34	100	75.8	21.2	3	24.2
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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
2010	3	42	100	71.8	25.6	2.6	28.2
	4	92	98.9	62.8	32.6	4.7	37.2
	5	36	97.2	59.4	28.1	12.5	40.6
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	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
2010	3	86	97.7	57	31.6	11.4	43
	4	94	100	63.2	20.7	16.1	36.8
	5	72	88.9	45	36.7	18.3	55
	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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