



## Allendale Elementary

4561 Allendale Fairfax Hwy  
Allendale, SC 29810

|                       |                        |              |
|-----------------------|------------------------|--------------|
| <b>Grades</b>         | PK-5 Elementary School |              |
| <b>Enrollment</b>     | 480 Students           |              |
| <b>Principal</b>      | Sheila Leath           | 803-584-3476 |
| <b>Superintendent</b> | Dr. Harold McClain     | 803-584-4603 |
| <b>Board Chair</b>    | Willie Priester        | 803-300-4585 |

# THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

| YEAR        | ABSOLUTE RATING      | GROWTH RATING        |
|-------------|----------------------|----------------------|
| <b>2012</b> | <b>Below Average</b> | <b>Below Average</b> |
| 2011        | At-Risk              | Below Average        |
| 2010        | At-Risk              | At-Risk              |
| 2009        | At-Risk              | At-Risk              |
| 2008        | 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 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.

<http://ed.sc.gov>  
<http://www.eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2011-12 whose 2010-11 test scores were located

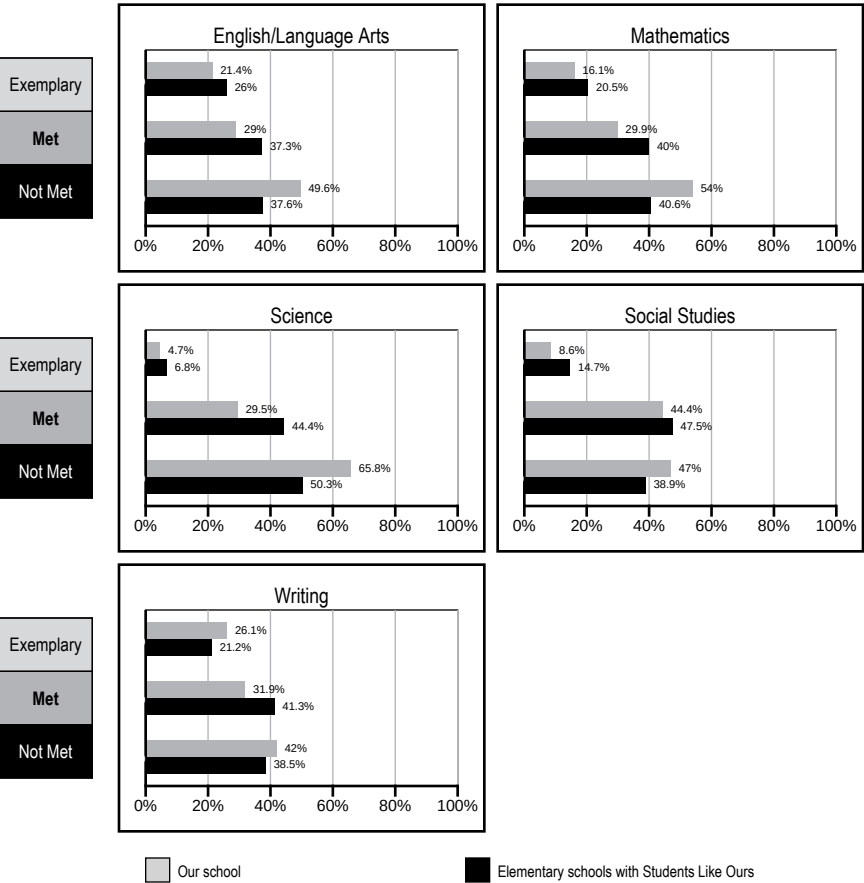
98%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

|           |      |         |               |         |
|-----------|------|---------|---------------|---------|
| Excellent | Good | Average | Below Average | At-Risk |
| 1         | 5    | 67      | 45            | 16      |

\* Ratings are calculated with data available by 11/07/2012.

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 |
|------------------------------------------------------------------------------|------------|-----------------------|--------------------------------------------|--------------------------|
| <b>Students (n=480)</b>                                                      |            |                       |                                            |                          |
| First graders who attended full-day kindergarten                             | 95.2%      | Down from 95.3%       | 100.0%                                     | 100.0%                   |
| Retention rate                                                               | 4.3%       | Down from 7.2%        | 1.2%                                       | 1.0%                     |
| Attendance rate                                                              | 95.8%      | Up from 95.5%         | 96.4%                                      | 96.6%                    |
| Served by gifted and talented program                                        | N/AV       | N/AV                  | N/AV                                       | N/AV                     |
| With disabilities other than speech                                          | N/AV       | N/AV                  | N/AV                                       | N/AV                     |
| Older than usual for grade                                                   | N/AV       | N/AV                  | N/AV                                       | N/AV                     |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.0%       | No Change             | 0.0%                                       | 0.0%                     |
| <b>Teachers (n=32)</b>                                                       |            |                       |                                            |                          |
| Teachers with advanced degrees                                               | 56.3%      | Up from 48.7%         | 62.5%                                      | 63.0%                    |
| Continuing contract teachers                                                 | N/AV       | N/AV                  | N/AV                                       | N/AV                     |
| Teachers returning from previous year                                        | 73.0%      | Down from 78.0%       | 84.8%                                      | 88.7%                    |
| Teacher attendance rate                                                      | 97.8%      | Up from 95.6%         | 95.2%                                      | 95.1%                    |
| Average teacher salary*                                                      | \$39,206   | Up 3.3%               | \$44,712                                   | \$47,210                 |
| Professional development days/teacher                                        | 10.7 days  | Up from 10.4 days     | 9.5 days                                   | 10.5 days                |
| <b>School</b>                                                                |            |                       |                                            |                          |
| Principal's years at school                                                  | 5.0        | Up from 4.0           | 4.0                                        | 4.0                      |
| Student-teacher ratio in core subjects                                       | 19.4 to 1  | Up from 16.4 to 1     | 18.1 to 1                                  | 20.0 to 1                |
| Prime instructional time                                                     | 92.7%      | Up from 90.5%         | 90.6%                                      | 90.5%                    |
| Opportunities in the arts                                                    | Poor       | Down from Fair        | 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**                                                    | \$8,169    | Up 15.3%              | \$8,317                                    | \$7,247                  |
| Percent of expenditures for instruction**                                    | 68.7%      | Up from 67.8%         | 66.0%                                      | 68.2%                    |
| Percent of expenditures for teacher salaries**                               | 62.0%      | Down from 63.9%       | 62.7%                                      | 65.7%                    |

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

\*\* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Allendale Elementary continues to focus on building positive relationships with increased student achievement as the goal. In an effort to strengthen student-teacher relationships, faculty and staff members participated in professional development as well as a book study on the subject. Success for All continues to be the focus of our ELA Curriculum and we continue to experience success. In an effort to increase students' scores in Science and Social Studies, more teaching time was devoted to these two areas. Math manipulatives were updated to encourage deeper levels of understanding and enthusiastic participation among the students. The school continues to approach the "whole child" and plans for numerous extracurricular activities to engage its students into the total school program. We continued our work with our artists-in-residence for drama and music. Our students participated in three musical productions and our Steel Drum Band had the opportunity to play at several venues. Initiatives to support life-long learning were Grandparents' Day, Muffins for Mom, Donuts for Dad, Accelerated Reader Celebrations, PTO meetings, and PBIS Celebrations. At Allendale Elementary, we believe in our programs, in our students, and in our community.

Sheila Leath, Principal  
Annette Wright, SIC Chairperson

Evaluations by Teachers, Students and Parents

|                                                        | Teachers | Students* | Parents* |
|--------------------------------------------------------|----------|-----------|----------|
| Number of surveys returned                             | 34       | 64        | 27       |
| Percent satisfied with learning environment            | 52.9%    | 76.6%     | 63.6%    |
| Percent satisfied with social and physical environment | 55.9%    | 68.8%     | 56.5%    |
| Percent satisfied with school-home relations           | 30.3%    | 85.9%     | 62.5%    |

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

Abbreviations for Missing Data

ESEA/Federal Accountability Rating System

In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/eSEA/> or request this information from your child's district or school.

|                               |      |
|-------------------------------|------|
| Overall Weighted Points Total | 40.4 |
| Overall Grade Conversion      | F    |

| Index Score  | Grade | Description                                                 |
|--------------|-------|-------------------------------------------------------------|
| 90-100       | A     | Performance substantially exceeds the state's expectations. |
| 80-89.9      | B     | Performance exceeds the state's expectations.               |
| 70-79.9      | C     | Performance meets the state's expectations.                 |
| 60-69.9      | D     | Performance does not meet the state's expectations.         |
| Less than 60 | F     | Performance is substantially below the state's expectations |

Accountability Indicator for Title I Schools

Allendale Elementary school has been designated as a:

- ☐ Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- ☐ Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- ☐ Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- ☐ Title I Priority School – one of the 5% lowest performing Title I schools.
- ☒ Title I School – does not qualify as Reward, Focus or Priority School.
- ☐ Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

|                                                                         | Our District | State |
|-------------------------------------------------------------------------|--------------|-------|
| Classes in low poverty schools not taught by highly qualified teachers  | N/A          | 2.6%  |
| Classes in high poverty schools not taught by highly qualified teachers | 12.5%        | 5.1%  |

|                                                 | Our School | State Objective | Met State Objective |
|-------------------------------------------------|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 20.5%      | 0.0%            | No                  |
| Student attendance rate                         | 95.8%      | 94.0%*          | Yes                 |

\* Or greater than last year

Performance By Group

| Subgroups | ELA Mean | Math Mean | Science Mean | Social Studies Mean | ELA % Tested | Math % Tested |
|-----------|----------|-----------|--------------|---------------------|--------------|---------------|
|-----------|----------|-----------|--------------|---------------------|--------------|---------------|

Grades 3-5

|                                   |       |       |       |       |       |       |
|-----------------------------------|-------|-------|-------|-------|-------|-------|
| All Students                      | 629.4 | 617.1 | 585.3 | 604.3 | 99.2  | 100.0 |
| Male                              | 623.1 | 612.2 | 582.7 | 599.4 | 99.3  | 100.0 |
| Female                            | 637.9 | 623.5 | 588.6 | 610.5 | 99.0  | 100.0 |
| White                             | N/A   | N/A   | N/A   | N/A   | N/A   | N/A   |
| African American                  | 628.5 | 615.7 | 584.7 | 603.6 | 99.1  | 100.0 |
| Asian/Pacific Islander            | N/A   | N/A   | N/A   | N/A   | N/A   | N/A   |
| Hispanic                          | N/A   | N/A   | N/A   | N/A   | N/A   | N/A   |
| American Indian/Alaskan           | N/A   | N/A   | N/A   | N/A   | N/A   | N/A   |
| Disabled                          | N/A   | N/A   | N/A   | N/A   | 100.0 | 100.0 |
| Limited English Proficient        | N/A   | N/A   | N/A   | N/A   | N/A   | N/A   |
| Subsidized meals                  | 625.6 | 614.2 | 583.0 | 602.7 | 99.2  | 100.0 |
| Annual Measurable Objective (AMO) | 630.0 | 630.0 | 630.0 | 630.0 | 95.0  | 95.0  |

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 Grade Level

|                       | Grade | Enrollment 1st<br>Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or<br>Exemplary |
|-----------------------|-------|----------------------------------|----------|-----------|-------|-------------|-----------------------|
| English/Language Arts |       |                                  |          |           |       |             |                       |
| 2011                  | 3     | 85                               | 98.8     | 40        | 30    | 30          | 60                    |
|                       | 4     | 78                               | 100      | 49.4      | 32.5  | 18.2        | 50.6                  |
|                       | 5     | 88                               | 95.5     | 48.7      | 38.5  | 12.8        | 51.3                  |
|                       | 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                   |
| 2012                  | 3     | 91                               | 98.9     | 50        | 22.5  | 27.5        | 50                    |
|                       | 4     | 80                               | 98.8     | 48.7      | 30.3  | 21.1        | 51.3                  |
|                       | 5     | 75                               | 100      | 49.3      | 35.2  | 15.5        | 50.7                  |
|                       | 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                   |
| Mathematics           |       |                                  |          |           |       |             |                       |
| 2011                  | 3     | 85                               | 100      | 58        | 24.7  | 17.3        | 42                    |
|                       | 4     | 78                               | 100      | 49.4      | 36.4  | 14.3        | 50.6                  |
|                       | 5     | 88                               | 95.5     | 50        | 33.3  | 16.7        | 50                    |
|                       | 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                   |
| 2012                  | 3     | 91                               | 100      | 63.8      | 21.3  | 15          | 36.3                  |
|                       | 4     | 80                               | 100      | 49.4      | 37.7  | 13          | 50.6                  |
|                       | 5     | 75                               | 100      | 47.9      | 32.4  | 19.7        | 52.1                  |
|                       | 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                   |
| Science               |       |                                  |          |           |       |             |                       |
| 2011                  | 3     | 42                               | 97.6     | N/AV      | N/AV  | N/AV        | 20.5                  |
|                       | 4     | 78                               | 100      | N/AV      | N/AV  | N/AV        | 32.5                  |
|                       | 5     | 42                               | 100      | 84.2      | 13.2  | 2.6         | 15.8                  |
|                       | 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                   |
| 2012                  | 3     | 45                               | 100      | 89.7      | 7.7   | 2.6         | 10.3                  |
|                       | 4     | 79                               | 100      | 56.6      | 36.8  | 6.6         | 43.4                  |
|                       | 5     | 40                               | 100      | 59.5      | 37.8  | 2.7         | 40.5                  |
|                       | 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                   |

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 Grade Level

|                | Grade | Enrollment 1st<br>Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or<br>Exemplary |
|----------------|-------|----------------------------------|----------|-----------|-------|-------------|-----------------------|
| Social Studies |       |                                  |          |           |       |             |                       |
| 2011           | 3     | 44                               | 97.7     | 53.5      | 39.5  | 7           | 46.5                  |
|                | 4     | 78                               | 100      | 53.2      | 44.2  | 2.6         | 46.8                  |
|                | 5     | 47                               | 91.5     | 65.9      | 29.3  | 4.9         | 34.1                  |
|                | 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                   |
| 2012           | 3     | 46                               | 100      | 53.7      | 39    | 7.3         | 46.3                  |
|                | 4     | 80                               | 100      | 39        | 50.6  | 10.4        | 61                    |
|                | 5     | 35                               | 100      | 58.8      | 35.3  | 5.9         | 41.2                  |
|                | 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                   |
| Writing        |       |                                  |          |           |       |             |                       |
| 2011           | 3     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                | 4     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                | 5     | 88                               | 89.8     | 29.3      | 53.3  | 17.3        | 70.7                  |
|                | 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                   |
| 2012           | 3     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                | 4     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                | 5     | 75                               | 96       | 42        | 31.9  | 26.1        | 58                    |
|                | 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                   |

Abbreviations for Missing Data

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