



## Pendleton High

PO Box 869  
Pendleton, SC 29670

<b>Grades</b>	9-12 High School	
<b>Enrollment</b>	870 Students	
<b>Principal</b>	Heather Gordon	864-403-2100
<b>Superintendent</b>	Dr. Lee D'Andrea	864-646-8000
<b>Board Chair</b>	Dr. Marty Williams	864-646-8000

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Excellent	Good
2008	Good	Good
2007	Good	Below Average
2006	Excellent	Good
2005	Excellent	Excellent

## 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.

**ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
2	9	22	0	0

\* Ratings are calculated with data available by 03/25/2010.

**High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students**

Percent	Our High School			High Schools with Students Like Ours		
	2007	2008	2009	2007	2008	2009
Passed 2 subtests (%)	87.3	89.7	80.4	80.0	82.8	78.0
Passed 1 subtest (%)	10.7	10.3	9.8	11.6	9.9	11.9
Passed no subtests (%)	2.0	N/A	9.8	8.5	7.6	10.1

**HSAP Passage Rate by Spring 2009**

Percent	Our High School	High Schools with Students Like Ours
	97.8%	94.7%

**On-Time Graduation Rate**

	Our High School	High Schools with Students Like Ours
Number of Students	216	329
Number of Diplomas	180	245
Rate	83.3%	75.1%

**End of Course Tests**

Percent of tests with scores of 70 or above on:	Our High School	High Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	67.8	74.1
English 1	71.7	65.2
Physical Science	61.0	58.4
US History and the Constitution	52.4	46.0
All Tests	65.5	60.0

\* High Schools with Poverty Indices of no more than 5% above or below the index for this school.

## 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	High Schools with Students Like Ours	Median High School
<b>Students (n=870)</b>				
Retention rate	4.6%	Down from 8.2%	3.9%	4.8%
Attendance rate	94.8%	Down from 95.9%	95.5%	95.5%
Eligible for gifted and talented	5.4%	Up from 3.1%	13.6%	9.2%
With disabilities other than speech	13.7%	Down from 14.5%	12.7%	12.6%
Older than usual for grade	7.9%	Down from 8.1%	6.9%	8.6%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.7%	Down from 2.1%	1.3%	1.2%
Enrolled in AP/IB programs	16.1%	Down from 21.5%	16.1%	13.2%
Successful on AP/IB exams	37.4%	Up from 27.6%	55.4%	55.6%
Eligible for LIFE Scholarship	29.9%	Down from 42.1%	34.4%	29.8%
Annual dropout rate	4.7%	Down from 5.0%	3.6%	3.5%
Career/technology students in co-curricular organizations	13.6%	Up from 10.4%	2.7%	3.0%
Enrollment in career/technology courses	593	Up from 586	700	523
Students participating in work-based experiences	15.9%	Up from 7.8%	15.4%	12.9%
Career/technology students attaining technical skills	85.8%	Down from 87.7%	80.5%	79.3%
Career/technology completers placed	99.3%	Up from 98.3%	100.0%	98.8%
<b>Teachers (n=59)</b>				
Teachers with advanced degrees	54.2%	Down from 55.7%	63.2%	58.6%
Continuing contract teachers	81.4%	Down from 82.0%	77.4%	71.6%
Teachers with emergency or provisional certificates	0.0%	Down from 3.8%	4.3%	8.1%
Teachers returning from previous year	81.3%	Up from 80.5%	86.3%	85.0%
Teacher attendance rate	96.2%	Up from 94.2%	95.6%	95.5%
Average teacher salary*	\$46,715	Down 0.4%	\$48,985	\$47,761
Professional development days/teacher	3.7 days	Down from 9.6 days	11.1 days	10.8 days
<b>School</b>				
Principal's years at school	4.0	Up from 3.0	4.0	3.0
Student-teacher ratio in core subjects	25.2 to 1	Down from 25.3 to 1	28.0 to 1	26.1 to 1
Prime instructional time	91.0%	Up from 89.9%	90.1%	89.8%
Dollars spent per pupil**	\$10,267	Up 13.2%	\$7,233	\$7,883
Percent of expenditures for teacher salaries**	51.9%	Up from 44.7%	54.4%	54.1%
Percent of expenditures for instruction**	59.9%	Up from 59.1%	60.0%	60.2%
Opportunities in the arts	Excellent	Up from Good	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	94.9%	Down from 96.8%	95.7%	95.8%
Character development program	Excellent	Up from Good	Good	Good
Modern language program assessment	Average	N/A	Average	Average
Classical language program assessment	N/A	N/A	Good	Good

\* 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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## Performance By Student Groups

	HSAP Passage Rate by Spring 2009		End of Course Passage Rate		Graduation Rate		
	n	%	t	%	n	%	Met State Objective
All Students	182	97.8%	565	65.5%	216	83.3%	No
<b>Gender</b>							
Male	86	97.7%	303	66.7%	104	82.7%	N/A
Female	96	97.9%	262	64.1%	112	83.9%	N/A
<b>Racial/Ethnic Group</b>							
White	135	99.3%	422	71.3%	159	81.8%	N/A
African American	44	95.5%	127	47.2%	51	88.2%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	12	41.7%	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Disabled	16	93.8%	88	45.5%	25	56.0%	N/A
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Socio-Economic Status</b>							
Subsidized meals	64	96.9%	270	51.5%	84	76.2%	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

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## Report of Principal and School Improvement Council

We are pleased to have the opportunity to share some highlights from the 2008-2009 academic year at Pendleton High School. Efforts by our students, parents, and school improvement council (SIC), combined with our faculty and staff's initiative and vision, produced significant results in many areas about which we are extremely excited.

In June of 2009, Pendleton High School graduated 198 seniors and recognized 43 Honor Graduates. Seven of these qualify for the prestigious Palmetto Fellows Scholarship Award. The class of 2009 received \$2,573,872 in scholarships.

In the past two years, we have added four new AP classes. To date, we offer Human Geography, US History, Psychology, Biology, Calculus, Chemistry, Language and Composition, Literature and Composition, Studio Art, and Music Theory. By adding Studio Art and Music Theory, we give our artistic students, who may not have otherwise taken advantage of the AP program, a chance to participate in college level curriculum in their specified fields.

A literacy initiative has been adopted to increase the reading and writing levels of all students. Four days a week. All students and teachers take 20 minutes to stop and read. Each teacher has a classroom library that the school and teachers have been building for a couple of years. Additionally, each month one department hosts a writing breakfast in the media center for students and their parents.

PHS has adopted "Breakfast in the Classroom," ensuring that all students have the opportunity to start their day with a meal. Breakfast has been proven to be the most important meal of the day, affecting overall health and learning. This program has been a great success and is appreciated by parents, faculty, and especially the students.

The Advisor/Advisee program, which is supported by the High Schools That Work initiative, is being fully implemented this year. Our teachers meet with their group of students once a week for twenty minutes to discuss career options, class choice, grade appropriate decisions, etc. Students are exposed to occupational information through "Career Carts" which have been created, each highlighting one of the seventeen different career clusters. When problems arise, PHS offers a Restorative Justice program that promotes behavior rehabilitation and creates an opportunity for students to avoid possible legal consequences while providing life skills that can be utilized on a daily basis.

We are very proud of these and all other accomplishments made throughout the year. We strive to further these achievements through challenging minds, building character, and preparing our students to be the future of this nation.

Danny Merck, Principal      Erin Diffenderfer, SIC

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	52	151	12
Percent satisfied with learning environment	78.4%	52.7%	100.0%
Percent satisfied with social and physical environment	100.0%	59.3%	91.7%
Percent satisfied with school-home relations	82.4%	72.8%	83.3%

\* Only eleventh grade students and their parents were included. For schools without grade eleven, only the highest grade was included.

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## School Adequate Yearly Progress

NO

This school met 13 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

N/A

## School Improvement Key

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>DELAY</b>	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."
<b>HOLD</b>	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 Data

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

  

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes

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## HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
<b>English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)</b>											
All Students	218	99.5	13.2	29.4	32.8	24.5	68.1	67.6	61.8	Yes	Yes
Male	123	99.2	16.7	34.2	36	13.2	59.6	59.1	57.4	N/A	N/A
Female	95	100	8.9	23.3	28.9	38.9	78.9	78.3	66.1	N/A	N/A
White	165	99.4	9.6	24.4	37.2	28.8	76.9	76.1	74.3	Yes	Yes
African American	51	100	26.1	45.7	17.4	10.9	37	37	44.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	77.4	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	50.3	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	55.4	I/S	I/S
Disabled	38	100	40.6	46.9	6.3	6.3	15.6	17.6	19.4	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	I/S	N/A	N/A
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.5	I/S	I/S
Subsized meals	92	98.9	24.4	40.2	26.8	8.5	51.2	50	45.6	No	Yes

**Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)**

All Students	218	99.5	14.7	27.9	23	34.3	72.1	71.5	62.7	Yes	Yes
Male	123	99.2	14.9	29.8	21.9	33.3	70.2	69.6	61.8	N/A	N/A
Female	95	100	14.4	25.6	24.4	35.6	74.4	73.9	63.6	N/A	N/A
White	165	99.4	10.3	24.4	24.4	41	80.1	79.2	75.1	Yes	Yes
African American	51	100	30.4	41.3	17.4	10.9	43.5	43.5	45.1	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	83.8	I/S	I/S
Hispanic	2	I/S	58.5	I/S	I/S						
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	59.2	I/S	I/S
Disabled	38	100	46.9	28.1	15.6	9.4	37.5	38.2	21.8	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	I/S	N/A	N/A
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	52.3	I/S	I/S
Subsized meals	92	98.9	23.2	41.5	22	13.4	51.2	50	47.9	No	Yes

**Physical Science (End-of-Course Test performance by Group)**

All Students	215	96.3	44.7	24.2	11.2	16.3	27.4	N/A	N/A	N/A	N/A
Male	122	94.3	45.9	22.1	11.5	14.8	26.2	N/A	N/A	N/A	N/A
Female	93	98.9	43.0	26.9	10.8	18.3	29.0	N/A	N/A	N/A	N/A
White	162	96.9	36.4	26.5	13.6	20.4	34.0	N/A	N/A	N/A	N/A
African American	51	94.1	70.6	15.7	3.9	3.9	I/S	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	35	85.7	65.7	11.4	8.6	N/A	I/S	N/A	N/A	N/A	N/A
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsized meals	91	93.4	60.4	17.6	9.9	5.5	15.4	N/A	N/A	N/A	N/A

\* 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

**Two-Year HSAP Trend Data**

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*
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**English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)**

All Students	2008	203	99.5	5.1	27	35.2	32.7	78.1	78.1	69.7
	2009	218	99.5	13.2	29.4	32.8	24.5	68.1	67.6	61.8

**Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)**

All Students	2008	203	99.5	4.1	25.5	34.7	35.7	77.6	77.6	67.2
	2009	218	99.5	14.7	27.9	23	34.3	72.1	71.5	62.7

\* Adjusted to account for natural variation in performance.

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