



PENDERGRASS FAIRWOLD SCHOOL

5935 Token Street
Columbia, South Carolina

Grades	PK-12 Middle School	
Enrollment	106 Students	
Principal	Faythe Kennedy	803-735-3435
Superintendent	Dr. Percy A. Mack	803-231-7500
Board Chair	Vince Ford	803-231-7556

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	N/A	N/A
2009	N/A	N/A
2008	N/A	N/A
2007	N/A	N/A
2006	N/A	N/A

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

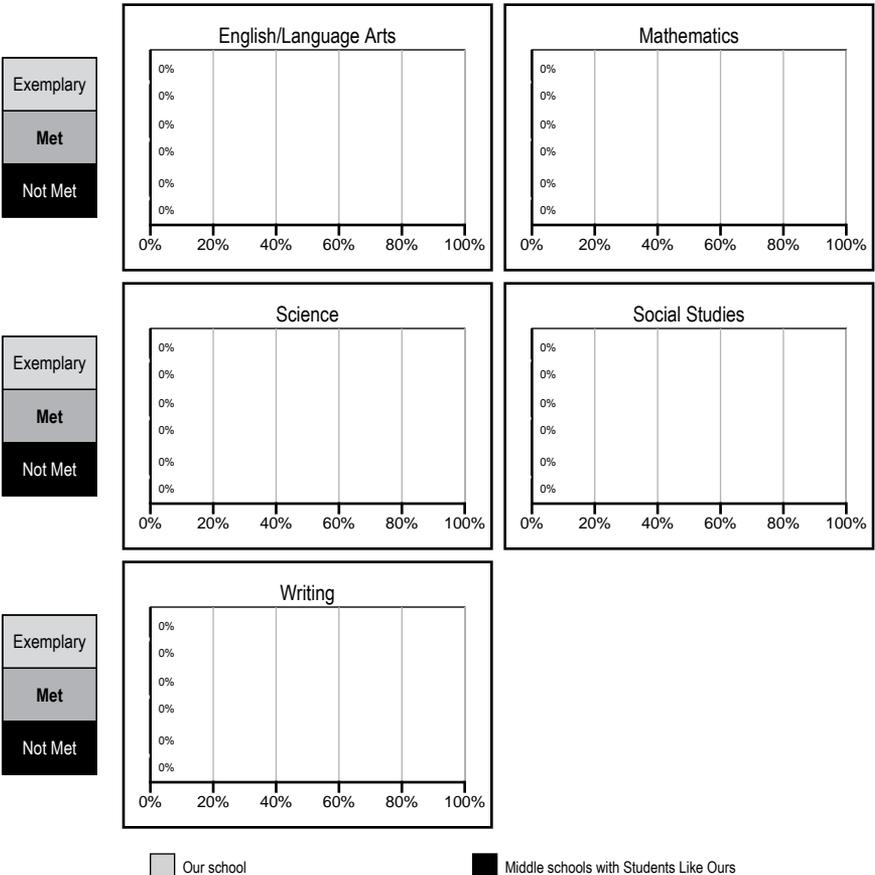
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 100%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	0	0	0

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

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle 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

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	N/A	N/A
English 1	N/A	N/A
Physical Science	N/A	N/A
US History and the Constitution	N/A	N/A
All Subjects	N/A	N/A

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=106)				
Students enrolled in high school credit courses (grades 7 & 8)	0.0%	N/R	15.9%	24.2%
Retention rate	38.5%	N/A	1.1%	0.7%
Attendance rate	90.9%	N/A	95.4%	95.9%
Eligible for gifted and talented	0.0%	N/A	4.8%	16.4%
With disabilities other than speech	83.0%	N/A	15.0%	12.0%
Older than usual for grade	57.3%	N/A	4.8%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	N/R	0.4%	0.5%
Annual dropout rate	0.0%	N/A	0.0%	0.0%
Teachers (n=19)				
Teachers with advanced degrees	78.9%	N/A	54.2%	58.5%
Continuing contract teachers	68.4%	N/A	67.6%	80.0%
Teachers with emergency or provisional certificates	11.8%	N/A	11.6%	4.0%
Teachers returning from previous year	92.2%	N/A	76.9%	84.6%
Teacher attendance rate	N/R	N/R	95.5%	95.4%
Average teacher salary*	\$53,791	I/S	\$44,210	\$46,561
Professional development days/teacher	5.5 days	N/R	10.0 days	10.2 days
School				
Principal's years at school	9.0	N/R	2.3	4.0
Student-teacher ratio in core subjects	11.4 to 1	N/R	16.1 to 1	21.1 to 1
Prime instructional time	N/R	N/R	90.0%	90.4%
Opportunities in the arts	Good	N/R	Good	Good
SACS accreditation	Yes	N/R	Yes	Yes
Parents attending conferences	53.7%	N/R	97.1%	98.1%
Character development program	Good	N/R	Good	Good
Dollars spent per pupil**	\$31,498	N/A	\$10,785	\$7,802
Percent of expenditures for instruction**	53.2%	N/A	60.2%	63.8%
Percent of expenditures for teacher salaries**	51.0%	N/A	55.5%	60.0%

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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

Report of Principal and School Improvement Council

Pendergrass Fairwold School serves medically fragile and severely mentally and physically disabled students from ages 3-21 who require a structured educational environment which will help them maximize physical mobility, self help skills, and life skills, and, consequently, facilitate their adjustment to community living. We also provide services for students, ages 18 to 21, who require significant supportive programming to transition from school to work or from school to independent living. All students receive educational and related services according to their Individual Education Plan (IEP) and are monitored for progress according to the guidelines of their individual IEP.

Our focuses for this year have been improving the quality of our services to our population and developing communication systems that will help parents and other shareholders better understand what we are doing to maximize and teach skills and to document in graphic form the improvements that have been made compared to the expectations of the Individual Education Plan (IEP). In accordance with our school improvement plan, our teachers are working on adopting best practice strategies that will become standards of operating procedures for all teachers in the building. We are using staff development and daily practice to help our teaching staff maximize the use of technology by using digital cameras to record real world teaching materials, using voice output devices and switches to help non-verbal and mobility impaired students communicate with others and develop control of some of the facets of their environment. Our practice of making all IEP progress information objective so it can be placed in graphic form has helped teachers focus more on "what are the essential skills this student needs to acquire" and has made us more articulate in talking to parents and shareholders about what we are doing, why we are doing what we are doing, and the outcomes we hope to achieve when our strategies and methods are applied to designated situations.

We will continue to implement and monitor the goals of our school improvement plan as we continue to make our teaching strategies and outcomes more transparent to our parents and shareholders.

Patricia W. Brown, Principal

Constance Marsh, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	N/A	N/A	N/A
Percent satisfied with learning environment	N/A	N/A	N/A
Percent satisfied with social and physical environment	N/A	N/A	N/A
Percent satisfied with school-home relations	N/A	N/A	N/A

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

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress

NO

This school met 0 out of 5 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

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	1.8%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	2.7%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	100.0%	0.0%	No
Student attendance rate	90.9%	94.0%*	No

* 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	10	I/S	I/S	I/S	I/S	I/S	78.2	83.5	No	No
Gender										
Male	8	I/S	I/S	I/S	I/S	I/S	74.7	80.1	N/A	N/A
Female	2	I/S	I/S	I/S	I/S	I/S	81.6	87	N/A	N/A
Racial/Ethnic Group										
White	1	I/S	I/S	I/S	I/S	I/S	93.3	89.6	I/S	I/S
African American	9	I/S	I/S	I/S	I/S	I/S	74.2	74.6	I/S	I/S
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	84.2	92.7	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	80.8	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
Disability Status										
Disabled	10	I/S	I/S	I/S	I/S	I/S	45.3	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	0	N/A	N/A	N/A	N/A	N/A	77.9	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	8	I/S	I/S	I/S	I/S	I/S	73.1	76.9	I/S	I/S

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

All Students	10	I/S	I/S	I/S	I/S	I/S	72	80.4	No	No
Gender										
Male	8	I/S	I/S	I/S	I/S	I/S	70.3	78.4	N/A	N/A
Female	2	I/S	I/S	I/S	I/S	I/S	73.8	82.5	N/A	N/A
Racial/Ethnic Group										
White	1	I/S	I/S	I/S	I/S	I/S	90.2	87.8	I/S	I/S
African American	9	I/S	I/S	I/S	I/S	I/S	67	69.3	I/S	I/S
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	88.4	93.5	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	77.8	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
Disability Status										
Disabled	10	I/S	I/S	I/S	I/S	I/S	34.8	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	0	N/A	N/A	N/A	N/A	N/A	80	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	8	I/S	I/S	I/S	I/S	I/S	65.9	72.8	I/S	I/S

* 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

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	6	I/S	I/S	I/S	I/S	I/S	56.5	67.3
Gender								
Male	4	I/S	I/S	I/S	I/S	I/S	56.1	66.9
Female	2	I/S	I/S	I/S	I/S	I/S	56.8	67.7
Racial/Ethnic Group								
White	1	I/S	I/S	I/S	I/S	I/S	86.3	79.6
African American	5	I/S	I/S	I/S	I/S	I/S	48.2	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	76.2	84.4
Hispanic	0	N/A	N/A	N/A	N/A	N/A	64.9	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	6	I/S	I/S	I/S	I/S	I/S	23.9	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	62.7	58.6
Socio-Economic Status								
Subsidized meals	4	I/S	I/S	I/S	I/S	I/S	46.5	55.4
Social Studies								
All Students	8	I/S	I/S	I/S	I/S	I/S	64	70.9
Gender								
Male	7	I/S	I/S	I/S	I/S	I/S	61.9	70.1
Female	1	I/S	I/S	I/S	I/S	I/S	66.1	71.7
Racial/Ethnic Group								
White	1	I/S	I/S	I/S	I/S	I/S	86.9	79.2
African American	7	I/S	I/S	I/S	I/S	I/S	57.7	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	82.1	86.8
Hispanic	0	N/A	N/A	N/A	N/A	N/A	67.6	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	8	I/S	I/S	I/S	I/S	I/S	31.7	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	65.2	68
Socio-Economic Status								
Subsidized meals	6	I/S	I/S	I/S	I/S	I/S	56.5	60.8

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 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	11	0	N/A	N/A	N/A	N/A	63.4	72.1	91	95.9
Gender										
Male	8	I/S	N/A	N/A	N/A	N/A	56.3	65.2	92.8	95.7
Female	3	I/S	N/A	N/A	N/A	N/A	70.4	79.2	87.9	96.1
Racial/Ethnic Group										
White	1	I/S	N/A	N/A	N/A	N/A	86.2	80.8	98.3	96
African American	10	I/S	N/A	N/A	N/A	N/A	57.3	59.7	89.6	95.9
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	81.1	87	N/A	96.2
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	62.9	64.6	99.4	95.8
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	N/A	93.4
Disability Status										
Disabled	10	I/S	N/A	N/A	N/A	N/A	21.1	27.7	90.3	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	60.7	63.7	N/A	96.3
Socio-Economic Status										
Subsidized meals	9	I/S	N/A	N/A	N/A	N/A	55.2	61.9	93	95.7

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	N/A	N/AV	N/A	N/A	N/A	N/A
	4	1	I/S	I/S	I/S	I/S	I/S
	5	1	I/S	I/S	I/S	I/S	I/S
	6	1	I/S	N/A	N/A	N/A	N/A
	7	1	I/S	I/S	I/S	I/S	I/S
	8	4	I/S	I/S	I/S	I/S	I/S
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	2	I/S	I/S	I/S	I/S	I/S
	5	1	I/S	I/S	I/S	I/S	I/S
	6	3	I/S	I/S	I/S	I/S	I/S
	7	2	I/S	I/S	I/S	I/S	I/S
	8	2	I/S	I/S	I/S	I/S	I/S
Mathematics							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	1	I/S	I/S	I/S	I/S	I/S
	5	1	I/S	I/S	I/S	I/S	I/S
	6	1	I/S	N/A	N/A	N/A	N/A
	7	1	I/S	I/S	I/S	I/S	I/S
	8	4	I/S	I/S	I/S	I/S	I/S
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	2	I/S	I/S	I/S	I/S	I/S
	5	1	I/S	I/S	I/S	I/S	I/S
	6	3	I/S	I/S	I/S	I/S	I/S
	7	2	I/S	I/S	I/S	I/S	I/S
	8	2	I/S	I/S	I/S	I/S	I/S
Science							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	1	I/S	I/S	I/S	I/S	I/S
	5	1	I/S	I/S	I/S	I/S	I/S
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	1	I/S	I/S	I/S	I/S	I/S
	8	2	I/S	I/S	I/S	I/S	I/S
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	2	I/S	I/S	I/S	I/S	I/S
	5	1	I/S	N/A	N/A	N/A	N/A
	6	1	I/S	I/S	I/S	I/S	I/S
	7	2	I/S	I/S	I/S	I/S	I/S
	8	0	N/A	N/A	N/A	N/A	N/A

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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	N/A	N/AV	N/A	N/A	N/A	N/A
	4	1	I/S	I/S	I/S	I/S	I/S
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	1	I/S	N/A	N/A	N/A	N/A
	7	1	I/S	I/S	I/S	I/S	I/S
	8	2	I/S	I/S	I/S	I/S	I/S
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	2	I/S	I/S	I/S	I/S	I/S
	5	0	N/A	N/A	N/A	N/A	N/A
	6	2	I/S	I/S	I/S	I/S	I/S
	7	2	I/S	I/S	I/S	I/S	I/S
	8	2	I/S	I/S	I/S	I/S	I/S
Writing							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	1	I/S	N/A	N/A	N/A	N/A
	5	1	I/S	N/A	N/A	N/A	N/A
	6	1	I/S	N/A	N/A	N/A	N/A
	7	1	I/S	N/A	N/A	N/A	N/A
	8	4	I/S	N/A	N/A	N/A	N/A
2010	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	2	I/S	N/A	N/A	N/A	N/A
	5	2	I/S	N/A	N/A	N/A	N/A
	6	2	I/S	N/A	N/A	N/A	N/A
	7	2	I/S	N/A	N/A	N/A	N/A
	8	3	I/S	N/A	N/A	N/A	N/A

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