



Pendleton Elementary

902 E. Queen Street
Pendleton, SC 29670

Grades	PK-6 Elementary School	
Enrollment	406 Students	
Principal	Gwen Massey	864-646-8015
Superintendent	Dr. Lee D'Andrea	864-646-8000
Board Chair	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	Average	Average
2008	Below Average	Average
2007	Below Average	At-Risk
2006	Average	At-Risk
2005	Average	Below Average

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

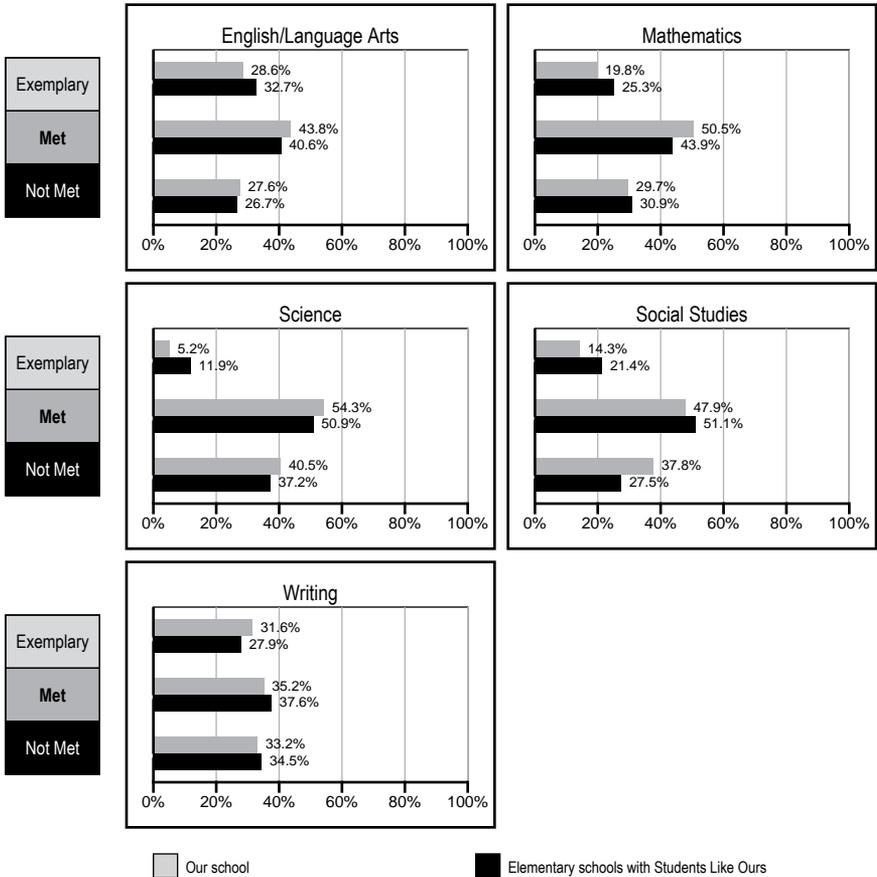
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 96.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	11	90	12	0

* Ratings are calculated with data available by 06/01/2010.

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=406)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.2%	Down from 2.9%	2.4%	1.9%
Attendance rate	96.6%	Up from 96.1%	96.1%	96.3%
Eligible for gifted and talented	6.1%	Down from 7.3%	8.4%	10.0%
With disabilities other than speech	14.4%	Up from 14.0%	9.0%	7.7%
Older than usual for grade	0.6%	No Change	0.6%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=31)				
Teachers with advanced degrees	51.6%	Down from 54.5%	57.7%	59.4%
Continuing contract teachers	90.3%	Down from 93.9%	82.5%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	85.9%	Down from 90.6%	86.5%	85.9%
Teacher attendance rate	95.1%	Up from 94.5%	95.0%	95.1%
Average teacher salary*	\$49,295	Up 5.6%	\$47,163	\$47,149
Professional development days/teacher	10.8 days	Up from 8.3 days	11.9 days	11.1 days
School				
Principal's years at school	2.0	Up from 1.0	5.0	4.0
Student-teacher ratio in core subjects	17.6 to 1	Up from 16.7 to 1	18.6 to 1	18.8 to 1
Prime instructional time	91.5%	Up from 90.3%	90.1%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$9,297	Up 25.8%	\$7,360	\$7,458
Percent of expenditures for instruction**	69.0%	Up from 63.9%	68.5%	68.8%
Percent of expenditures for teacher salaries**	62.0%	Up from 52.5%	61.2%	63.2%

* 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

Throughout the 2008-09 school year, Pendleton Elementary School has remained steadfast in its data driven approach that fosters academic growth for all students. This approach was enhanced through the implementation of the SC Teacher Advancement Program (TAP) which has a scientific-based research method for both teachers and students. The TAP program provides ongoing data-driven staff development through weekly grade level cluster meetings. The in-depth focus on scientific-based strategies has enhanced our daily instructional delivery in the classroom. We are proud of our Educational Talent Search Program and recognition of being a Red Carpet School, Healthy School Award Winner, First Amendment School, and Blue Ribbon Lighthouse School. Our daily efforts are committed to preparing every student for academic achievement. Our school year commenced with a celebration for having met the Mathematics objective for African American students (the only performance objective that was not met the previous year). As we celebrated the success of our Math accomplishment, we had to embrace the fact that we had a new focus for the 2008-09 school year. The intense emphasis has been on increased staff development for teachers, enhanced data analysis of PACT, MAP, DIBELS, and implementation of Classworks before and after school. Our areas of concern this year have been the five performance objectives missed on AYP, three in ELA, and two in Math. Our ELA targeted areas of concentration included African American students, disabled students, and students on subsidized meals. Our Math targeted areas of concentration included disabled students and students on subsidized meals. Targeted solutions for ELA included increased weekly TAP cluster meetings for in depth focus in the areas of non-fiction comprehension, vocabulary development, specific content knowledge, and convention and voice in writing. For Math, the focus has been numbers and operations, data analysis, probability and algebra. We will continue to provide increased staff development opportunities for teachers, analyze PASS, MAP, DIBELS, DRA, and classroom grading systems to determine areas of deficiencies. We will also continue with our SMART Room (Start Making a Reader Today) for 1st grade, provide an Interventionist for kindergarten through second grade, along with our REACH (Raising Educational Achievement through Challenging Activities for Higher Expectations) program for those who need extra help in Reading, Math, and Written Expression during the school day. The Pendleton Elementary family was thrilled to see that year-end MAP data revealed substantial gains in many areas including ELA and Math for African American and disabled students. Character development remains a priority at Pendleton Elementary School as students, faculty, staff, and school family members participated in a variety of service learning activities. We supported the American Heart Association - Jump Rope for Heart, American Cancer Society – Relay for Life, and United Way. This year, we received the Lowe's Toolbox for Education Grant, in the amount of \$3,500, to assist each grade level with the implementation of hands-on science lessons as they plant, tend, and harvest items grown in the garden. Our students participated in creating artwork with an Artist in Residence as part of the Memory Garden project. As we approach the 2009-10 school year, Pendleton Elementary School will be in our second year of TAP. Our TAP program will be the next step in providing an in-depth focus on identified areas of concerns and strengths during our weekly cluster meetings for our faculty and staff. Our teachers will have the opportunity to attend a variety of best practice workshops to seek out the instructional strategies that raise student achievement. Our belief is that, through this initiative, learning will become personalized, and everyone will rise to higher expectations.

Gwen G. Massey, Principal

Amy Batson, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	35	46	31
Percent satisfied with learning environment	94.3%	73.3%	77.4%
Percent satisfied with social and physical environment	97.1%	75.0%	90.3%
Percent satisfied with school-home relations	94.3%	80.0%	86.7%

* 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

YES

This school met 21 out of 21 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

CSI-DELAY

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	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
Student attendance rate	96.6%	94.0%*	Yes

* Or greater than last year

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*	Performance Objective Met	Participation Objective Met
--	-------------------------------	----------	-----------	-------	-------------	----------------------------	------------------------------	---------------------------	---------------------------	-----------------------------

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

All Students	207	99.5	27.3	43.3	29.4	87.6	89.1	82.8	Yes	Yes
Gender										
Male	104	99	30.3	43.4	26.3	87.9	87.9	79.3	N/A	N/A
Female	103	100	24.2	43.2	32.6	87.4	90.6	86.5	N/A	N/A
Racial/Ethnic Group										
White	118	100	18.4	42.1	39.5	91.2	91.5	89.5	Yes	Yes
African American	80	98.8	38.4	46.6	15.1	86.3	80.6	73.7	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	82.4	92.3	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	82.6	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	82.5	I/S	I/S
Disability Status										
Disabled	49	98	54.5	36.4	9.1	68.2	68.5	52	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	50	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	144	100	28.4	49.3	22.4	87.3	85.4	75.5	Yes	Yes

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

All Students	207	99.5	29.4	51	19.6	79.4	86.2	78.9	Yes	Yes
Gender										
Male	104	99	33.3	47.5	19.2	75.8	85.9	77	N/A	N/A
Female	103	100	25.3	54.7	20	83.2	86.6	80.9	N/A	N/A
Racial/Ethnic Group										
White	118	100	20.2	52.6	27.2	86	89.4	87.2	Yes	Yes
African American	80	98.8	41.1	50.7	8.2	71.2	75.6	66.7	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	76.5	93	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	69.6	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	79.5	I/S	I/S
Disability Status										
Disabled	49	98	50	47.7	2.3	54.5	64.4	45.5	SWD	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	41.7	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	144	100	33.6	53	13.4	77.6	81.7	70.2	Yes	Yes

* 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	125	100	39.8	53.4	6.8	60.2	76.8	67.5
Gender								
Male	60	100	37.9	53.4	8.6	62.1	79.2	67
Female	65	100	41.7	53.3	5	58.3	74.1	68
Racial/Ethnic Group								
White	73	100	25.4	66.2	8.5	74.6	82.3	79.5
African American	46	100	62.8	32.6	4.7	37.2	53.5	50.3
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	84.3
Hispanic	3	I/S	I/S	I/S	I/S	I/S	70	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	71.2
Disability Status								
Disabled	31	100	66.7	23.3	10	33.3	51.9	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	59.6
Socio-Economic Status								
Subsided meals	93	100	46.5	48.8	4.7	53.5	68.8	55.1
Social Studies								
All Students	126	100	37.5	48.3	14.2	62.5	77.6	72.3
Gender								
Male	66	100	46	34.9	19	54	77.3	71.5
Female	60	100	28.1	63.2	8.8	71.9	78	73.2
Racial/Ethnic Group								
White	72	100	27.5	47.8	24.6	72.5	82.2	80.7
African American	50	100	N/AV	N/AV	N/AV	51.1	61	60
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	58.3	88.5
Hispanic	2	I/S	I/S	I/S	I/S	I/S	69.2	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	72.2
Disability Status								
Disabled	29	100	53.8	42.3	3.8	46.2	54.6	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	67.9
Socio-Economic Status								
Subsided meals	84	100	40	55	5	60	70.9	62.1

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	204	98	32.8	35.4	31.8	67.2	78.2	70.2	96.6	96.5
Gender										
Male	105	97.1	38.4	37.4	24.2	61.6	73.1	63.2	96.2	96.4
Female	99	99	27.1	33.3	39.6	72.9	84	77.5	97.1	96.6
Racial/Ethnic Group										
White	119	99.2	23.7	36	40.4	76.3	81.3	79.1	96.1	96.3
African American	77	96.1	43.8	37	19.2	56.2	67.6	57.6	97.3	97.3
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	77.8	86.2	96.6	98
Hispanic	5	I/S	I/S	I/S	I/S	I/S	60	62.6	96.7	96.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.7	N/A	N/A
Disability Status										
Disabled	47	95.7	70.5	22.7	6.8	29.5	35.7	26.1	95	95.8
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	33.3	61.2	98.7	97.6
Socio-Economic Status										
Subsidized meals	142	97.9	37.3	38.8	23.9	62.7	70.1	58.9	96.3	95.9

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 Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	66	100	29.2	35.4	35.4	70.8
	4	45	100	38.6	34.1	27.3	61.4
	5	46	100	20	60	20	80
	6	50	98	20	48.9	31.1	80
	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							
2009	3	66	100	30.8	47.7	21.5	69.2
	4	45	100	29.5	56.8	13.6	70.5
	5	46	100	35	50	15	65
	6	50	98	22.2	51.1	26.7	77.8
	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							
2009	3	32	100	41.9	45.2	12.9	58.1
	4	45	100	52.3	45.5	2.3	47.7
	5	23	100	N/AV	N/AV	N/AV	65
	6	25	100	17.4	69.6	13	82.6
	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
Social Studies							
2009	3	34	100	41.2	35.3	23.5	58.8
	4	45	100	36.4	54.5	9.1	63.6
	5	23	100	40	45	15	60
	6	24	100	31.8	59.1	9.1	68.2
	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							
2009	3	65	100	30.8	23.1	46.2	69.2
	4	48	97.9	50	39.1	10.9	50
	5	43	97.7	23.1	41	35.9	76.9
	6	48	95.8	26.7	44.4	28.9	73.3
	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