



PENDLETON HIGH

PO Box 869
Pendleton, SC 29670

Grades	9-12 High School	
Enrollment	844 Students	
Principal	Heather Gordon	864-403-2100
Superintendent	Dr. Lee D'Andrea	864-403-2000
Board Chair	Dr. Marty Williams	864-403-2000

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

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

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
4	16	13	0	0

* Ratings are calculated with data available by 03/24/2011.

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

Percent	Our High School			High Schools with Students Like Ours		
	2008	2009	2010	2008	2009	2010
Passed 2 subtests (%)	89.7%	80.4%	84.3%	82.8%	78.0%	80.2%
Passed 1 subtest (%)	10.3%	9.8%	9.8%	9.9%	11.9%	11.0%
Passed no subtests (%)	N/A	9.8%	5.9%	7.6%	10.1%	9.1%

HSAP Passage Rate by Spring 2010

Percent	Our High School	High Schools with Students Like Ours
	96.1%	91.1%

Four-Year Cohort Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2009*	2010	2009*	2010
Number of Students in Four-Year Cohort	216	213	329	324
Number of Graduates in Cohort	180	163	245	237
Rate	83.3%	76.5%	75.1%	72.1%

*Used to calculate current AYP.

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	55.8%	76.1%
English 1	68.1%	70.4%
Physical Science	64.3%	61.7%
US History and the Constitution	47.9%	47.9%
All Tests	59.4%	63.6%

* 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
Students (n=844)				
Retention rate	3.1%	Down from 4.6%	2.9%	3.7%
Attendance rate	96.6%	Up from 94.8%	95.4%	95.4%
Eligible for gifted and talented	6.4%	Up from 5.4%	16.3%	12.4%
With disabilities other than speech	14.2%	Up from 13.7%	12.5%	12.8%
Older than usual for grade	8.9%	Up from 7.9%	7.7%	9.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.2%	Up from 0.7%	1.5%	1.1%
Enrolled in AP/IB programs	18.0%	Up from 16.1%	18.2%	13.1%
Successful on AP/IB exams	33.8%	Down from 37.4%	59.1%	50.4%
Eligible for LIFE Scholarship	55.8%	Up from 29.9%	31.7%	30.4%
Annual dropout rate	5.7%	Up from 4.7%	3.5%	3.1%
Career/technology students in co-curricular organizations	10.0%	Down from 13.6%	1.4%	2.2%
Enrollment in career/technology courses	597	Up from 593	572	424
Students participating in work-based experiences	13.5%	Down from 15.9%	11.7%	11.7%
Career/technology students attaining technical skills	88.4%	Up from 85.8%	79.6%	78.7%
Career/technology completers placed	97.3%	Down from 99.3%	99.1%	98.5%
Teachers (n=54)				
Teachers with advanced degrees	53.7%	Down from 54.2%	63.8%	60.4%
Continuing contract teachers	87.0%	Up from 81.4%	80.0%	76.6%
Teachers with emergency or provisional certificates	2.2%	Up from 0.0%	4.9%	6.5%
Teachers returning from previous year	82.7%	Up from 81.3%	87.5%	86.8%
Teacher attendance rate	95.3%	Down from 96.2%	96.1%	95.8%
Average teacher salary*	\$48,960	Up 4.8%	\$48,602	\$47,390
Professional development days/teacher	8.9 days	Up from 3.7 days	10.0 days	10.0 days
School				
Principal's years at school	1.0	Down from 4.0	5.0	4.0
Student-teacher ratio in core subjects	27.1 to 1	Up from 25.2 to 1	28.8 to 1	25.8 to 1
Prime instructional time	91.8%	Up from 91.0%	91.1%	90.1%
Dollars spent per pupil**	\$9,146	Down 10.9%	\$7,436	\$7,974
Percent of expenditures for teacher salaries**	52.5%	Up from 51.9%	54.8%	55.4%
Percent of expenditures for instruction**	60.2%	Up from 59.9%	60.2%	60.4%
Opportunities in the arts	Good	Down from Excellent	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 94.9%	93.6%	96.0%
Character development program	Good	Down from Excellent	Good	Good
Modern language program assessment	N/A	N/A	Excellent	Average
Classical language program assessment	N/A	N/A	N/A	Average

* 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

Performance By Student Groups

	HSAP Passage Rate by Spring 2010		End of Course Tests Passage Rate		On-time Graduation Rate, 2010		
	n	%	t	%	n	%	Met AYP Objective
All Students	180	96.1%	709	59.4%	213	76.5%	No
Gender							
Male	88	95.5%	399	57.4%	107	69.2%	N/A
Female	92	96.7%	310	61.9%	106	84.0%	N/A
Racial/Ethnic Group							
White	137	96.4%	530	62.8%	166	73.5%	N/A
African American	37	94.6%	156	47.4%	41	85.4%	N/A
Asian/Pacific Islander	N/A	N/A	16	56.3%	N/A	N/A	N/A
Hispanic	N/A	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	N/A
Disability Status							
Disabled	17	88.2%	111	36.0%	22	50.0%	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	79	94.9%	373	53.4%	91	69.2%	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

Pendleton High School has many highlights to share from the 2009-2010 school year. Efforts by our students, parents, School Improvement Council (SIC), faculty, and staff continue to produce a quality educational program for our students. Pendleton High School works to be a data driven school with the continuous focus on student achievement.

The class of 2010 consisted of 158 graduates, 40 of whom were recognized as honor graduates. Seven graduates qualified for the prestigious Palmetto Fellows Scholarship and 87 qualified for Life Scholarships. The class of 2010 received \$2,135,972 in total scholarships awarded.

This school year, Pendleton High School began to fully implement the High Schools That Work (HSTW) school reform model. Through the HSTW research-proven strategies, we are providing students with comprehensive educational opportunities with a rigorous and relevant curriculum. The HSTW 10 Key Practices serve as a platform for changing what is expected of students, and how the curriculum is implemented.

We are proud that we continue to be academically successful. On the 2009 South Carolina School Report Card, Pendleton High School received an Absolute Rating of Excellent and a Growth Rating of Good. Based upon the school report student achievement data, Pendleton High School was also awarded the Palmetto Gold Award for absolute performance and for closing the achievement gap. Also, our students consistently outperform students across the state and country on the SAT and the ACT.

Pendleton High School students continue to increase the rigor in their courses of study. Advanced Placement courses continue to experience a steady increase in enrollment while the dual credit program with TCTC has continued to expand as well. Enrollment in Career and Technology Education courses also continues to increase. By taking college-level and CATE courses, our students are better prepared for their postsecondary education.

We also strive for success in our athletic and co-curricular programs. The Band won the 2009 AA State Championship in October. Our girls' cross-country and track teams both placed second in state, and our girls' golf, basketball, and track teams were all region champions. Additionally, our FFA chapter has grown tremendously, winning multiple state level championships.

Pendleton High School continues to work on maintaining a learning environment where all students can be successful. We believe the three R's – rigor, relevance, and relationships – are important in every child's education and we believe we must continue to provide our students with meaningful educational opportunities. Pendleton High School is excited about the initiatives and programs we are implementing for our students. We are also very proud of their accomplishments. We will continue to work diligently to further these achievements by challenging minds, building character, and preparing young people to be our future.

Erin Diffenderfer, SIC Chair
 Heather Gordon, principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	56	139	7
Percent satisfied with learning environment	81.8%	75.5%	I/S
Percent satisfied with social and physical environment	94.6%	85.4%	I/S
Percent satisfied with school-home relations	73.2%	83.1%	I/S

* 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

YES

This school met 13 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

N/A

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 Data

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.6%

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

Abbreviations for Missing Data

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
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English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	209	99	7	33.7	32.7	26.6	72.4	71.4	65.9	Yes	Yes
Male	115	98.3	9.3	33.3	30.6	26.9	70.4	68.8	60.8	N/A	N/A
Female	94	100	4.4	34.1	35.2	26.4	74.7	74.7	71	N/A	N/A
White	169	98.8	3.1	31.4	34	31.4	78.6	77.3	77.5	Yes	Yes
African American	35	100	22.9	45.7	28.6	2.9	45.7	45.7	49.7	I/S	I/S
Asian/Pacific Islander	1	I/S	80.2	I/S	I/S						
Hispanic	4	I/S	56.8	I/S	I/S						
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	65.9	I/S	I/S
Disabled	24	100	22.7	50	13.6	13.6	45.5	41.7	21.3	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	1	I/S	47.3	I/S	I/S						
Subsidized meals	86	98.8	12.3	39.5	32.1	16	64.2	63.9	51.5	Yes	Yes

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

All Students	209	99	13.6	26.1	31.7	28.6	72.9	72.4	62.3	Yes	Yes
Male	115	99.1	13.8	24.8	28.4	33	74.3	73.5	61.7	N/A	N/A
Female	94	98.9	13.3	27.8	35.6	23.3	71.1	71.1	63	N/A	N/A
White	169	98.8	8.8	25.8	32.7	32.7	78.6	77.9	75	Yes	Yes
African American	35	100	31.4	31.4	28.6	8.6	48.6	48.6	44	I/S	I/S
Asian/Pacific Islander	1	I/S	85.5	I/S	I/S						
Hispanic	4	I/S	56.7	I/S	I/S						
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	62.5	I/S	I/S
Disabled	24	100	45.5	22.7	18.2	13.6	45.5	41.7	22.1	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	1	I/S	52.6	I/S	I/S						
Subsidized meals	86	98.8	27.2	23.5	29.6	19.8	61.7	61.4	48.1	Yes	Yes

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

All Students	205	97.1	48.2	25.6	13.1	13.1	26.1	N/A	N/A	N/A	N/A
Male	111	95.5	44.3	25.5	15.1	15.1	30.2	N/A	N/A	N/A	N/A
Female	94	98.9	52.7	25.8	10.8	10.8	21.5	N/A	N/A	N/A	N/A
White	165	96.4	43.4	26.4	15.1	15.1	30.2	N/A	N/A	N/A	N/A
African American	35	100.0	71.4	22.9	2.9	2.9	5.7	N/A	N/A	N/A	N/A
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	4	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	20	95.0	78.9	21.1	0.0	0.0	0.0	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	2	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsidized meals	83	95.2	58.2	26.6	10.1	5.1	15.2	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	2009	218	99.5	13.2	29.4	32.8	24.5	68.1	67.6	61.8
	2010	209	99	7	33.7	32.7	26.6	72.4	71.4	65.9

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

All Students	2009	218	99.5	14.7	27.9	23	34.3	72.1	71.5	62.7
	2010	209	99	13.6	26.1	31.7	28.6	72.9	72.4	62.3

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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