



Pendleton Elementary

902 E. Queen Street
Pendleton, SC 29670

Grades	PK-6 Elementary School	
Enrollment	425 Students	
Principal	Gwen Massey	864-646-8015
Superintendent	Mr. Maurice Lopez, Interim	864-646-8000
Board Chair	Dr. Tom Dobbins	864-646-8000

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Below Average	Average
2007	Below Average	At-Risk
2006	Average	At-Risk
2005	Average	Below Average
2004	Good	At-Risk

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

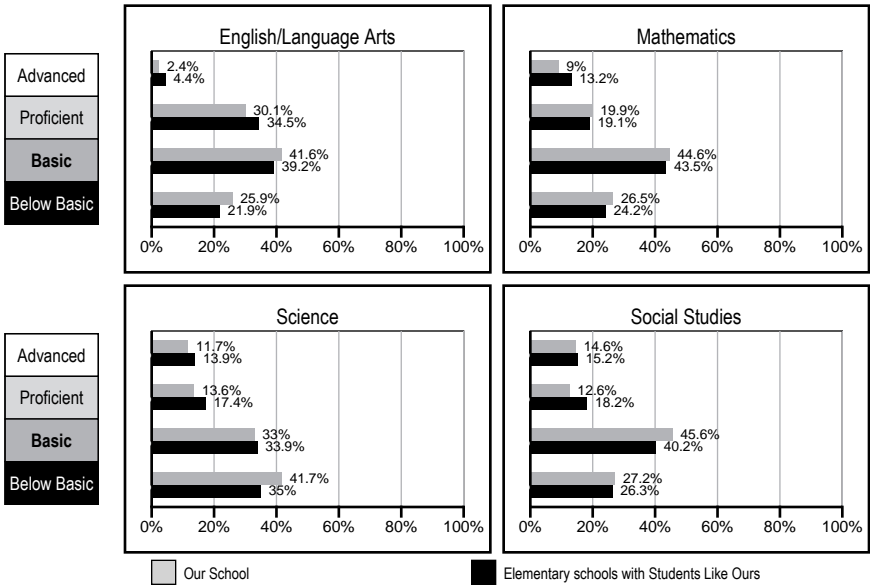
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 97.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	4	47	36	1

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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=425)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.9%	Up from 1.9%	2.9%	2.3%
Attendance rate	96.1%	Up from 95.9%	96.1%	96.3%
Eligible for gifted and talented	7.3%	Down from 10.5%	9.2%	10.4%
With disabilities other than speech	14.0%	Up from 11.1%	8.9%	7.5%
Older than usual for grade	0.6%	Down from 0.7%	0.8%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=33)				
Teachers with advanced degrees	54.5%	Up from 47.7%	57.6%	56.7%
Continuing contract teachers	93.9%	Up from 70.5%	80.0%	77.3%
Teachers with emergency or provisional certificates	0.0%	Down from 5.1%	0.0%	0.0%
Teachers returning from previous year	90.6%	Down from 96.0%	87.0%	86.4%
Teacher attendance rate	94.5%	Down from 94.6%	94.7%	94.9%
Average teacher salary	\$46,673	Up 9.4%	\$45,361	\$45,345
Professional development days/teacher	8.3 days	Down from 17.3 days	12.9 days	12.6 days
School				
Principal's years at school	1.0	Down from 4.0	4.0	4.0
Student-teacher ratio in core subjects	16.7 to 1	Down from 19.1 to 1	18.6 to 1	18.5 to 1
Prime instructional time	90.3%	No Change	89.3%	89.8%
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	Up from Good	Excellent	Excellent
Dollars spent per pupil*	\$7,393	Up 6.1%	\$6,949	\$7,052
Percent of expenditures for instruction*	63.9%	Up from 62.3%	68.8%	69.1%
Percent of expenditures for teacher salaries*	52.5%	Down from 60.2%	64.6%	64.2%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

The 2007-08 school year was a pivotal year for Pendleton Elementary School. New and exciting programs were launched while we remained steadfast to researching and incorporating effective practices for fostering growth in all students. While we are proud of being a Red Carpet School, First Amendment School, and Blue Ribbon Lighthouse School, our daily efforts are committed to providing every child with every opportunity for higher academic achievement.

Our school year commenced with meeting 18 out of the 19 performance objectives required to meet AYP (Adequate Yearly Progress). In the one performance objective missed (Mathematics for African American students), target solutions included: increasing staff development opportunities for teachers; analyzing PACT, MAP, DIBELS; classroom grading systems to determine areas of deficiencies; and implementing the SMART Room (Start Making a Reader Today) for 1st grade, Early Bird IpassMath program, along with our REACH (Raising Educational Achievement through Challenging Activities for Higher Expectations) program for those that need extra help in Reading, Math, and written expression at the end of the school day. Exciting for all of us, year end data revealed substantial gains in many areas to include Mathematics for African American students.

Character development remained a priority at Pendleton Elementary School as students, faculty, staff, and school family members participated in a variety of service learning activities to include the American Heart Association (Jump Rope for Heart), American Cancer Society (Relay for Life), and the United Way. Sixth grade students participated in creating artwork with an Artist-in-Residence as part of our Memory Garden project. The Memory Garden will afford our students the opportunity to have hands-on science lessons as they plant, tend, and harvest items grown in the garden.

As we approach the 2008-2009 school year, Pendleton Elementary School will become the first Teacher Advancement Program (TAP) school in Anderson School District Four. The TAP program will provide faculty and staff with ongoing data-driven staff development through weekly cluster meetings. Teachers will have the opportunity to participate in a variety of best practice workshops targeting instructional strategies for raising student achievement. Our belief is that through this initiative, learning will become personalized, and everyone will rise to higher expectations.

Gwen G. Massey, Principal
Grace Ammons, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	39	33	18
Percent satisfied with learning environment	100.0%	57.6%	83.3%
Percent satisfied with social and physical environment	100.0%	75.8%	72.2%
Percent satisfied with school-home relations	92.1%	90.9%	75.0%

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

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 16 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

Continuing School Improvement

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. Sanction: Implement the restructuring plan.
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%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.1%	94.0%	Yes

* Or greater than last year

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	187	100	25.3	41.8	30	2.9	42.4	53.4	48.2	Yes	Yes
Gender											
Male	89	100	33.3	43.2	21	2.5	33.3	49.5	41.7	N/A	N/A
Female	98	100	18	40.4	38.2	3.4	50.6	58	55	N/A	N/A
Racial/Ethnic Group											
White	99	100	17.4	39.1	38	5.4	54.3	58	60	Yes	Yes
African American	82	100	30.1	47.9	21.9	0	30.1	37.2	31.7	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	61.5	70.4	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	34.5	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	47	I/S	I/S
Disability Status											
Disabled	45	100	62.5	30	5	2.5	7.5	18.2	16	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	6.3	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	125	100	29.4	43.1	26.6	0.9	36.7	40.1	34	No	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	187	100	25.9	45.3	20	8.8	40.6	51.4	45.8	Yes	Yes
Gender											
Male	89	100	29.6	46.9	14.8	8.6	35.8	54	45.6	N/A	N/A
Female	98	100	22.5	43.8	24.7	9	44.9	48.2	45.9	N/A	N/A
Racial/Ethnic Group											
White	99	100	19.6	37	27.2	16.3	55.4	56.6	59	Yes	Yes
African American	82	100	32.9	54.8	12.3	0	24.7	31.2	26.9	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	76.9	71.3	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	37.9	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	46.2	I/S	I/S
Disability Status											
Disabled	45	100	60	32.5	7.5	0	10	21.1	17.1	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	18.8	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	125	100	27.5	51.4	17.4	3.7	32.1	38	31.4	No	Yes

* Adj - 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

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	117	100	41.9	32.4	14.3	11.4	25.7	40.4	35.7	96.1	96.3
Gender											
Male	54	100	41.7	39.6	8.3	10.4	18.8	44	37.4	95.7	96.2
Female	63	100	42.1	26.3	19.3	12.3	31.6	36.2	33.8	96.5	96.4
Racial/Ethnic Group											
White	62	100	25.9	29.3	24.1	20.7	44.8	46.9	49.2	95.4	96.1
African American	52	100	60	37.8	2.2	0	2.2	16.6	17	96.9	97
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	36.4	58	95.7	97.3
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	23.5	24.9	96.9	96.3
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	37.4	N/A	69.8
Disability Status											
Disabled	26	100	90.9	4.5	4.5	0	4.5	15.8	14	95.5	95.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	9.1	24.4	96.9	96.8
Socio-Economic Status											
Subsided meals	83	100	47.9	35.2	11.3	5.6	16.9	25.5	21.1	95.7	95.6
Social Studies											
All Students	117	100	26.4	45.3	13.2	15.1	28.3	43.6	34	96.1	96.3
Gender											
Male	56	100	26.4	47.2	9.4	17	26.4	48.8	36.6	95.7	96.2
Female	61	100	26.4	43.4	17	13.2	30.2	37.3	31.3	96.5	96.4
Racial/Ethnic Group											
White	59	100	13	46.3	13	27.8	40.7	48.8	44.5	95.4	96.1
African American	53	100	36.2	46.8	14.9	2.1	17	27.2	19.1	96.9	97
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	95.7	97.3
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	23.8	27.5	96.9	96.3
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.7	N/A	69.8
Disability Status											
Disabled	32	100	44.8	44.8	6.9	3.4	10.3	24.3	14.4	95.5	95.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	15.4	27.3	96.9	96.8
Socio-Economic Status											
Subsided meals	80	100	34.3	44.3	12.9	8.6	21.4	31.8	21	95.7	95.6

* Adj - 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

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*	
English/Language Arts									
2007	3	77	100	27.4	32.9	35.6	4.1	39.7	
	4	78	100	20	46.7	26.7	6.7	33.3	
	5	89	98.9	21.4	59.5	17.9	1.2	19	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	54	100	19.6	30.4	47.8	2.2	50	
	4	46	100	30	32.5	37.5	0	37.5	
	5	51	100	28.6	51	14.3	6.1	20.4	
	6	36	100	22.9	54.3	20	2.9	22.9	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics									
2007	3	77	100	27.4	53.4	13.7	5.5	19.2	
	4	78	100	29.3	49.3	13.3	8	21.3	
	5	89	98.9	25	50	15.5	9.5	25	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	54	100	30.4	45.7	13	10.9	23.9	
	4	46	100	35	37.5	20	7.5	27.5	
	5	51	100	22.4	49	24.5	4.1	28.6	
	6	36	100	14.3	48.6	22.9	14.3	37.1	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Science									
2007	3	38	100	37.1	42.9	17.1	2.9	20	
	4	78	100	40.3	43.1	11.1	5.6	16.7	
	5	44	100	43.9	26.8	14.6	14.6	29.3	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	27	100	30.4	34.8	21.7	13	34.8	
	4	46	100	47.5	27.5	15	10	25	
	5	26	100	50	29.2	4.2	16.7	20.8	
	6	18	100	33.3	44.4	16.7	5.6	22.2	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies									
2007	3	39	100	21.1	47.4	26.3	5.3	31.6	
	4	78	100	29.2	41.7	20.8	8.3	29.2	
	5	45	100	55.8	30.2	14	0	14	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	27	100	8.7	65.2	8.7	17.4	26.1	
	4	46	100	37.5	32.5	12.5	17.5	30	
	5	25	100	24	40	24	12	36	
	6	19	100	27.8	55.6	5.6	11.1	16.7	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S

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