



PENDERGRASS FAIRWOLD SCHOOL

5935 Token Street
Columbia, South Carolina

Grades	PK-12 High 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.

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	3	2	7

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

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

	Our High School			High Schools with Students Like Ours		
Percent	2008	2009	2010	2008	2009	2010
Passed 2 subtests (%)	N/A	N/A	N/A	55.0%	50.2%	52.5%
Passed 1 subtest (%)	N/A	N/A	N/A	16.9%	21.5%	19.6%
Passed no subtests (%)	N/A	N/A	N/A	29.5%	28.3%	34.9%

HSAP Passage Rate by Spring 2010

	Our High School	High Schools with Students Like Ours
Percent	100.0%	74.6%

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	7	10	61	94
Number of Graduates in Cohort	0	0	34	49
Rate	0.0%	0.0%	35.5%	40.8%

*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	.	42.2%
English 1	.	43.1%
Physical Science	.	31.3%
US History and the Constitution	.	20.3%
All Tests	.	33.2%

* 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=106)				
Retention rate	38.5%	Down from 58.9%	6.9%	3.7%
Attendance rate	90.9%	Down from 91.8%	93.8%	95.4%
Eligible for gifted and talented	0.0%	No Change	1.3%	12.4%
With disabilities other than speech	83.0%	Up from 81.0%	17.2%	12.8%
Older than usual for grade	57.3%	Up from 47.3%	14.9%	9.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 2.5%	1.9%	1.1%
Enrolled in AP/IB programs	0.0%	No Change	0.0%	13.1%
Successful on AP/IB exams	N/A	N/A	N/A	50.4%
Eligible for LIFE Scholarship	0.0%	No Change	17.5%	30.4%
Annual dropout rate	0.0%	No Change	1.3%	3.1%
Career/technology students in co-curricular organizations	0.0%	No Change	0.0%	2.2%
Enrollment in career/technology courses	87	Up from 72	183	424
Students participating in work-based experiences	2.3%	Up from 1.4%	6.6%	11.7%
Career/technology students attaining technical skills	N/A	N/A	73.4%	78.7%
Career/technology completers placed	N/A	N/A	97.5%	98.5%
Teachers (n=19)				
Teachers with advanced degrees	78.9%	Up from 70.6%	51.9%	60.4%
Continuing contract teachers	68.4%	Down from 82.4%	58.7%	76.6%
Teachers with emergency or provisional certificates	11.8%	Up from 6.3%	19.4%	6.5%
Teachers returning from previous year	92.2%	Up from 83.6%	80.0%	86.8%
Teacher attendance rate	N/R	N/R	96.2%	95.8%
Average teacher salary*	\$53,791	Up 2.5%	\$42,194	\$47,390
Professional development days/teacher	5.5 days	Down from 10.7 days	10.0 days	10.0 days
School				
Principal's years at school	9.0	Up from 8.0	4.0	4.0
Student-teacher ratio in core subjects	11.4 to 1	Up from 9.8 to 1	14.5 to 1	25.8 to 1
Prime instructional time	N/R	N/R	90.9%	90.1%
Dollars spent per pupil**	\$31,498	Down 0.5%	\$11,509	\$7,974
Percent of expenditures for teacher salaries**	51.0%	Down from 52.4%	51.1%	55.4%
Percent of expenditures for instruction**	53.2%	Down from 54.4%	58.4%	60.4%
Opportunities in the arts	Good	No Change	Good	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	53.7%	Down from 77.2%	97.7%	96.0%
Character development program	Good	Down from Excellent	Good	Good
Modern language program assessment	N/A	N/A	Average	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	5	100.0%	N/A	N/A	10	0.0%	N/A
Gender							
Male	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Racial/Ethnic Group							
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	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	N/A	N/A	N/A	N/A	N/A	N/A	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	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

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	12	0	5
Percent satisfied with learning environment	83.3%	FORMS	I/S
Percent satisfied with social and physical environment	100.0%	LOST IN	I/S
Percent satisfied with school-home relations	72.7%	SHIPMENT	I/S

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

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
--	----------------------------------	----------	---------------	---------	--------------	------------	-------------------------------------	---------------------------------------	------------------------------------	------------------------------	--------------------------------

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

All Students	3	I/S	I/S	I/S	I/S	I/S	I/S	58.5	65.9	No	No
Male	2	I/S	I/S	I/S	I/S	I/S	I/S	53.7	60.8	N/A	N/A
Female	1	I/S	I/S	I/S	I/S	I/S	I/S	62.9	71	N/A	N/A
White	N/A	I/S	I/S	I/S	I/S	I/S	I/S	84.6	77.5	I/S	I/S
African American	3	I/S	I/S	I/S	I/S	I/S	I/S	51.6	49.7	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	80.2	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	56.7	56.8	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	65.9	I/S	I/S
Disabled	3	I/S	I/S	I/S	I/S	I/S	I/S	12.4	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	N/A	I/S	I/S	I/S	I/S	I/S	I/S	63.2	47.3	I/S	I/S
Subsidized meals	2	I/S	I/S	I/S	I/S	I/S	I/S	47.4	51.5	I/S	I/S

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

All Students	3	I/S	I/S	I/S	I/S	I/S	I/S	52.1	62.3	No	No
Male	2	I/S	I/S	I/S	I/S	I/S	I/S	51.5	61.7	N/A	N/A
Female	1	I/S	I/S	I/S	I/S	I/S	I/S	52.7	63	N/A	N/A
White	N/A	I/S	I/S	I/S	I/S	I/S	I/S	78.8	75	I/S	I/S
African American	3	I/S	I/S	I/S	I/S	I/S	I/S	45.3	44	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	85.5	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	50	56.7	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	62.5	I/S	I/S
Disabled	3	I/S	I/S	I/S	I/S	I/S	I/S	15.4	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	N/A	I/S	I/S	I/S	I/S	I/S	I/S	50	52.6	I/S	I/S
Subsidized meals	2	I/S	I/S	I/S	I/S	I/S	I/S	40.9	48.1	I/S	I/S

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

All Students	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	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	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

* Adjusted to account for natural variation in performance.

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*

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

All Students	2009	4	I/S	I/S	I/S	I/S	I/S	I/S	56.4	61.8
	2010	3	I/S	I/S	I/S	I/S	I/S	I/S	58.5	65.9

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

All Students	2009	4	I/S	I/S	I/S	I/S	I/S	I/S	52.3	62.7
	2010	3	I/S	I/S	I/S	I/S	I/S	I/S	52.1	62.3

* Adjusted to account for natural variation in performance.