



PENDLETON ELEMENTARY

902 E. Queen Street
Pendleton, SC 29670

Grades	PK-6 Elementary School	
Enrollment	404 Students	
Principal	Dr. Kevin Black	864-403-2500
Superintendent	Dr. Lee D'Andrea	864-403-2000
Board Chair	Dr. Ken Lindsey	864-403-2000

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Average	Excellent
2010	Average	Average
2009	Average	Average
2008	Below Average	Average
2007	Below Average	At-Risk

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 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.

<http://ed.sc.gov>
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

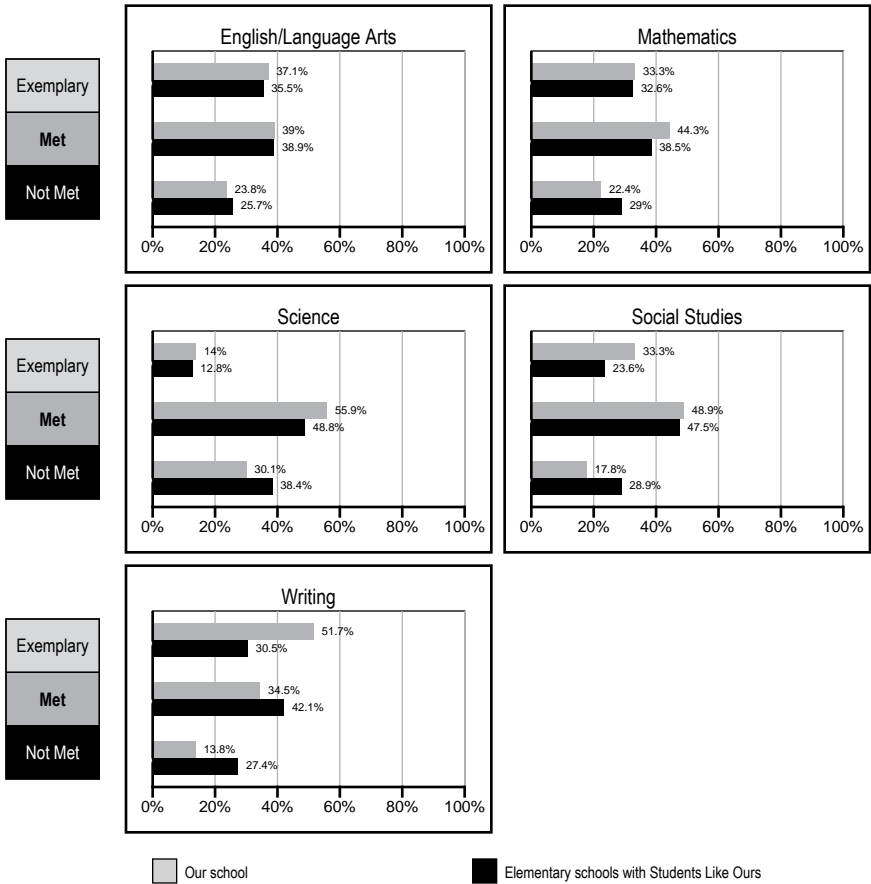
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 96.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
5	19	91	9	0

* Ratings are calculated with data available by 11/09/2011.

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=404)				
First graders who attended full-day kindergarten	96.2%	Down from 100.0%	100.0%	100.0%
Retention rate	2.9%	Up from 1.9%	1.3%	1.1%
Attendance rate	96.1%	Down from 99.9%	95.9%	96.2%
Served by gifted and talented program	5.7%	Up from 5.3%	11.6%	13.4%
With disabilities other than speech	4.0%	Down from 12.1%	4.9%	4.1%
Older than usual for grade	0.5%	Up from 0.0%	0.3%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=29)				
Teachers with advanced degrees	55.2%	Up from 50.0%	60.3%	62.5%
Continuing contract teachers	82.8%	Down from 85.7%	89.4%	88.2%
Teachers returning from previous year	84.2%	Up from 81.1%	87.5%	87.8%
Teacher attendance rate	95.4%	Down from 96.3%	95.1%	95.2%
Average teacher salary*	\$48,410	Up 1.1%	\$46,621	\$46,773
Professional development days/teacher	5.3 days	Down from 7.9 days	11.3 days	10.5 days
School				
Principal's years at school	1.0	Down from 3.0	4.0	4.0
Student-teacher ratio in core subjects	19.6 to 1	Up from 17.3 to 1	19.6 to 1	19.9 to 1
Prime instructional time	91.3%	Down from 96.3%	89.9%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 88.9%	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil**	\$10,505	Down 0.6%	\$7,468	\$7,447
Percent of expenditures for instruction**	64.9%	Up from 64.4%	67.2%	68.4%
Percent of expenditures for teacher salaries**	61.9%	Up from 58.5%	64.6%	65.8%

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

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

PES Report of Principal and School Improvement Council

The top priority at Pendleton Elementary School is raising the academic, social, emotional and physical development of each student to their greatest potential. As we advance to higher academic levels of achievement, we continue to raise the bar to meet the individual needs of all of our students. The efforts of our students, staff and parents were reflected in the improvement shown by our students' performance on district and state assessments. This year, the school met all federal "No Child Left Behind" Adequate Yearly Progress (AYP) goals.

New initiatives for the year included our "College Bound" theme being woven into every aspect of our program. Each morning, students assembled to take part in the Pledge of Allegiance, Moment of Silence, and "Words of Wisdom," which was delivered by students or faculty members. The morning kickoff culminated with the sixth grade leading the school in the "College Bound" rallying cheer. Faculty and students wore "College Bound" t-shirts every Friday and to all special school functions both on and off campus. The PES writing program was expanded by honoring student work on the Writer's Wall of Fame, and good character was recognized with the Student of the Month Wall.

With our continued use of the Northwest Evaluation Association's Measures of Academic Progress (MAP), we were able to continually pinpoint the strengths and weaknesses of each child and custom design individual pathways to success. All teachers participated in weekly staff development meetings to determine students' areas of success and utilized research based strategies to keep all students moving forward on the academic continuum.

In addition to the standards based academic program, the school offered a full range of related arts, media services, counseling, computer assisted instruction, choral music opportunities, reading incentive programs and an after-school program. Extra-curricular activities included Wrestling Club, Archery Club, Honors Choir, Explore the Arts, and The Good News Club. Service learning was encouraged through participation in Jump Rope for Heart, United Way, and our Memory Garden, which provides fresh vegetables to a local soup kitchen during the summer months. Academic and physical enrichment was offered through the after-school program, GoalPOST, a 21st Century Learning Center staffed by certified teachers. This program provided students with homework assistance, academic enrichment, physical activity and family learning opportunities.

The school's constant challenge is to produce achievement in all academic studies, as well as to develop problem-solving and cooperative teamwork strategies. We also strive to develop personal responsibility, respect for others, punctual and regular attendance, as well as resourcefulness in each student. We invite all community members to join us in our efforts to constantly and consistently improve and we thank you for sharing the responsibility of the success of our students, our school and our community.

SIC Chairperson- Rebecca Coffey
Principal- Kevin Black

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	22	41	28
Percent satisfied with learning environment	100.0%	85.0%	85.2%
Percent satisfied with social and physical environment	100.0%	85.4%	85.7%
Percent satisfied with school-home relations	95.2%	82.9%	82.1%

* 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

YES

This school met 17 out of 17 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	0.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.4%

	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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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 = 79.4% (Met or Exemplary)

All Students	226	99.6	23.6	39.2	37.3	86.3	90	82.4	Yes	Yes
Gender										
Male	116	100	27.2	37.7	35.1	84.2	89.4	78.7	N/A	N/A
Female	110	99.1	19.4	40.8	39.8	88.8	90.8	86.2	N/A	N/A
Racial/Ethnic Group										
White	131	99.2	15.4	39	45.5	90.2	92.4	88.9	Yes	Yes
African American	88	100	32.9	40.2	26.8	84.1	84.1	72.9	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	90	93	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	63.6	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	83	I/S	I/S
Disability Status										
Disabled	33	100	56.7	16.7	26.7	56.7	63.7	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	56.3	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	167	100	27.6	41.7	30.8	83.3	86	75.4	Yes	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	225	99.6	22.6	44.3	33	88.2	90.4	81.9	Yes	Yes
Gender										
Male	116	100	26.3	43.9	29.8	86.8	89.1	79.9	N/A	N/A
Female	109	99.1	18.4	44.9	36.7	89.8	91.8	84.1	N/A	N/A
Racial/Ethnic Group										
White	131	99.2	12.2	43.1	44.7	94.3	92.4	88.9	Yes	Yes
African American	87	100	37.8	46.3	15.9	80.5	84.5	71.4	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	95	94.6	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	77.3	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.4	I/S	I/S
Disability Status										
Disabled	33	100	50	40	10	70	63.7	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	68.8	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	166	100	26.3	48.1	25.6	87.2	87.2	74.9	Yes	Yes

* Adjusted to account for natural variation in performance.

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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	145	100	29.9	55.5	14.6	70.1	81	68.6
Gender								
Male	72	100	29.6	56.3	14.1	70.4	81.9	68.3
Female	73	100	30.3	54.5	15.2	69.7	80.1	68.9
Racial/Ethnic Group								
White	79	100	18.7	58.7	22.7	81.3	86.5	80.7
African American	60	100	42.9	51.8	5.4	57.1	65.6	51.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	91.7	85.3
Hispanic	4	I/S	I/S	I/S	I/S	I/S	50	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	70.8
Disability Status								
Disabled	19	100	62.5	18.8	18.8	37.5	49.5	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	60.7
Socio-Economic Status								
Subsidized meals	112	100	35.2	55.2	9.5	64.8	72.3	57.3
Social Studies								
All Students	144	100	18.4	48.5	33.1	81.6	85.3	72.5
Gender								
Male	76	100	17.3	48	34.7	82.7	87.2	72
Female	68	100	19.7	49.2	31.1	80.3	83.2	73.1
Racial/Ethnic Group								
White	87	100	13.3	47	39.8	86.7	89.4	81
African American	52	100	22.9	52.1	25	77.1	73.4	60
Asian/Pacific Islander	N/A	N/AV	I/S	I/S	I/S	I/S	85.7	89
Hispanic	5	I/S	I/S	I/S	I/S	I/S	47.1	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.5
Disability Status								
Disabled	22	100	35	40	25	65	63.9	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	46.2	69.7
Socio-Economic Status								
Subsidized meals	107	100	23	48	29	77	80.4	62.9

Abbreviations for Missing Data

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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	60	98.3	13.8	34.5	51.7	86.2	84.9	73.2	96.1	96.5
Gender										
Male	32	100	12.9	35.5	51.6	87.1	80.3	67.2	96.2	96.5
Female	28	96.4	14.8	33.3	51.9	85.2	89.5	79.4	96	96.5
Racial/Ethnic Group										
White	38	97.4	8.3	30.6	61.1	91.7	87.3	81.5	95.7	96.3
African American	20	100	25	45	30	75	78.6	61.3	96.6	96.9
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	87	97.6	98.1
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.7	97.4	97.2
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	89.1
Disability Status										
Disabled	10	I/S	I/S	I/S	I/S	I/S	44.3	26	95.2	95.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	65.7	97.4	97.4
Socio-Economic Status										
Subsidized meals	40	97.5	15.8	39.5	44.7	84.2	82.7	63.2	95.9	96

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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							
2010	3	61	100	24.6	19.3	56.1	75.4
	4	61	100	31.6	45.6	22.8	68.4
	5	46	100	23.8	45.2	31	76.2
	6	36	97.2	36.4	42.4	21.2	63.6
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	52	100	21.6	23.5	54.9	78.4
	4	67	100	21	43.5	35.5	79
	5	59	100	19	50	31	81
	6	48	97.9	36.6	36.6	26.8	63.4
	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							
2010	3	61	100	33.3	36.8	29.8	66.7
	4	61	100	29.8	50.9	19.3	70.2
	5	46	100	19	33.3	47.6	81
	6	36	97.2	18.2	60.6	21.2	81.8
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	52	100	49	23.5	27.5	51
	4	66	100	19.4	53.2	27.4	80.6
	5	59	100	6.9	51.7	41.4	93.1
	6	48	97.9	17.1	46.3	36.6	82.9
	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							
2010	3	31	100	56.7	23.3	20	43.3
	4	61	100	50.9	45.6	3.5	49.1
	5	24	95.8	35	45	20	65
	6	16	100	N/A	N/A	N/A	18.8
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	26	100	56	32	12	44
	4	66	100	22.6	64.5	12.9	77.4
	5	29	100	14.3	60.7	25	85.7
	6	24	100	40.9	50	9.1	59.1
	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

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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							
2010	3	31	100	28.6	53.6	17.9	71.4
	4	61	100	36.8	56.1	7	63.2
	5	22	100	42.9	42.9	14.3	57.1
	6	19	100	47.1	47.1	5.9	52.9
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	26	100	11.5	57.7	30.8	88.5
	4	65	100	18	47.5	34.4	82
	5	30	100	16.7	36.7	46.7	83.3
	6	23	100	31.6	57.9	10.5	68.4
	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							
2010	3	62	98.4	25	32.1	42.9	75
	4	62	98.4	29.8	40.4	29.8	70.2
	5	44	97.7	17.1	34.1	48.8	82.9
	6	36	97.2	33.3	51.5	15.2	66.7
	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
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	60	98.3	13.8	34.5	51.7	86.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	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

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