

PENDERGRASS FAIRWOLD SCHOOL

5935 Token Street
Columbia, South Carolina

Grades	PK-12 Middle School	
Enrollment	117 Students	
Principal	Faythe Kennedy	803-735-3435
Superintendent	Dr. Percy A. Mack	803-231-7500
Board Chair	Dwayne Smiling	803-231-7556

THE STATE OF SOUTH CAROLINA
2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	**N/A**	**N/A**
2010	N/A	N/A
2009	N/A	N/A
2008	N/A	N/A
2007	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 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

PENDERGRASS FAIRWOLD SCHOOL	11/09/11-4001905

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

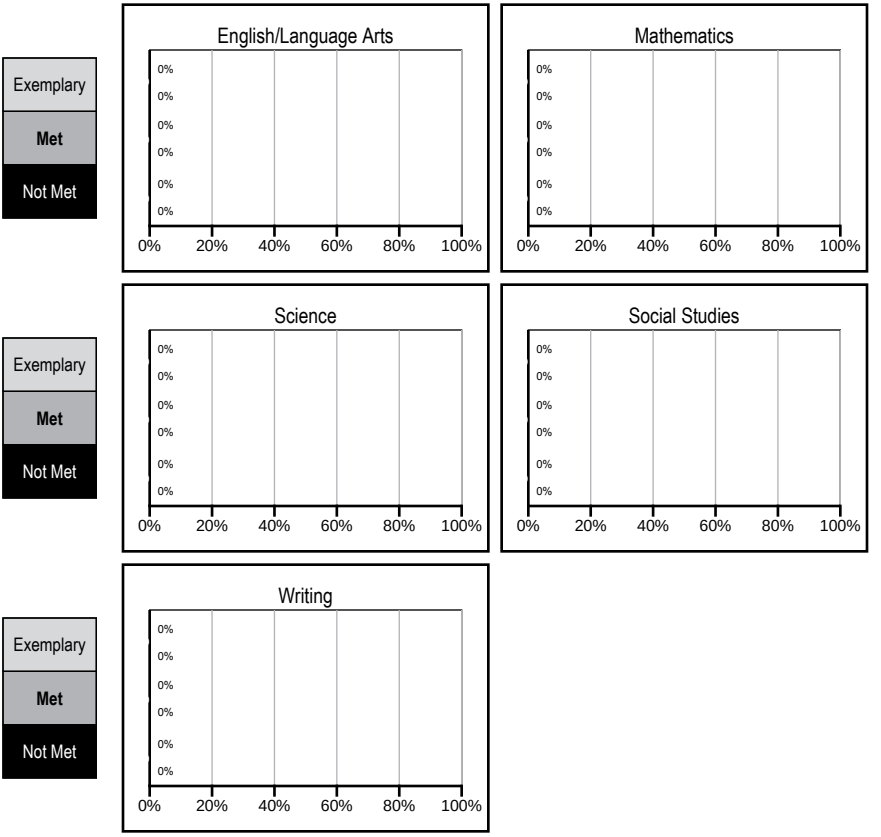
Percent of students tested in 2010-11 whose 2009-10 test scores were located	100%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	0	0	0

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

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle 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

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	N/A	N/A
English 1	N/A	N/A
Biology 1/Applied Biology 2	N/A	N/A
Physical Science	N/A	N/A
US History and the Constitution	N/A	N/A
All Subjects	N/A	N/A

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=117)				
Students enrolled in high school credit courses (grades 7 & 8)	0.0%	No Change	13.9%	24.5%
Retention rate	38.5%	No Change	1.0%	0.7%
Attendance rate	92.6%	Up from 90.9%	95.5%	95.9%
Served by gifted and talented program	0.0%	No Change	7.2%	17.8%
With disabilities other than speech	55.3%	Down from 83.0%	10.9%	9.2%
Older than usual for grade	41.2%	Down from 57.3%	2.9%	1.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.3%	0.4%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=20)				
Teachers with advanced degrees	80.0%	Up from 78.9%	60.0%	60.0%
Continuing contract teachers	70.0%	Up from 68.4%	69.0%	82.6%
Teachers returning from previous year	89.8%	Down from 92.2%	79.7%	85.6%
Teacher attendance rate	96.7%	N/R	95.3%	95.3%
Average teacher salary*	$54,086	Up 0.5%	$44,142	$46,300
Professional development days/teacher	8.4 days	Up from 5.5 days	10.6 days	9.9 days
School				
Principal's years at school	1.0	Down from 9.0	3.0	4.0
Student-teacher ratio in core subjects	9.7 to 1	Down from 11.4 to 1	19.0 to 1	21.5 to 1
Prime instructional time	88.6%	N/R	89.6%	90.1%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 53.7%	97.8%	98.1%
Character development program	Below Average	Down from Good	Good	Good
Dollars spent per pupil**	$26,288	Down 16.5%	$9,848	$7,634
Percent of expenditures for instruction**	55.8%	Up from 53.2%	60.9%	64.0%
Percent of expenditures for teacher salaries**	54.7%	Up from 51.0%	56.3%	61.2%

* 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

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 that 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.

In our continued effort to improve the quality of instruction, teachers have participated in staff development to assist them in aligning instruction with state standards. Throughout this year teachers have worked with peers and district consultants on lesson planning, modifying instruction, and the alignment of instruction with state standards. This year we were selected by the City of Columbia to participate in their Arbor Day Celebration. New trees have been placed around the school's perimeter to beautify the school and community. As an extension of our Arbor Day experiences, we applied for a grant based on our plans to create a garden that benefits the community, a garden that is a collaborative effort and one that incorporates sustainable practices. We were awarded the grant for the 2011-2012 school term. Our hopes are to utilize the garden to assist teachers in implementing state science standards. We are also currently working on using an area identified as marshland to create an outside science laboratory. In the future we hope to use this area, as well as the greenhouse, to assist students in gaining vocational skills that they will be able to transfer to real life work experiences.

We continue to work in accordance with our school improvement plan. Teachers are working on adopting best practice strategies that will become standards of operating procedures for all teachers in the building. Our challenges include finding center based schools similar to Pendergrass Fairwold to evaluate their programs for their effectiveness in increasing achievement and skills students will need to transition into the community and workplace.

Teachers and staff have also completed training on strategies that will aid us in continuing to provide a safe environment that is conducive to the learning of all of our students. Three staff members have received additional training and certification on strategies that will assist us in creating a safer environment for students, faculty, and staff. During the coming school year, staff will participate in staff developments that focus on strategies to use to decrease the probability of a crisis occurring and effective ways to deal with them if and when they occur. 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.

Faythe Kennedy Redenburg, Prinicpal
Constance Marsh, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	N/A	N/A	N/A
Percent satisfied with learning environment	N/A	N/A	N/A
Percent satisfied with social and physical environment	N/A	N/A	N/A
Percent satisfied with school-home relations	N/A	N/A	N/A

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

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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	

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	0.9%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.1%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	92.6%	94.0%**	Yes

* Or greater than last year

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PENDERGRASS FAIRWOLD SCHOOL										11/09/11-4001905
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 = 79.4% (Met or Exemplary)										
All Students	12	91.7	72.7	9.1	18.2	45.5	78.3	82.4	No	No
Gender										
Male	8	I/S	I/S	I/S	I/S	I/S	74.3	78.7	N/A	N/A
Female	4	I/S	I/S	I/S	I/S	I/S	82.3	86.2	N/A	N/A
Racial/Ethnic Group										
White	1	I/S	I/S	I/S	I/S	I/S	92.8	88.9	I/S	I/S
African American	11	90.9	I/S	I/S	I/S	I/S	74.2	72.9	I/S	I/S
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	89.4	93	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	83.9	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	86.4	83	I/S	I/S
Disability Status										
Disabled	12	91.7	72.7	9.1	18.2	45.5	45.7	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	N/A	N/AV	N/A	N/A	N/A	N/A	79.5	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	9	I/S	I/S	I/S	I/S	I/S	73.5	75.4	I/S	I/S
Mathematics - State Performance Objective = 79.0% (Met or Exemplary)										
All Students	12	91.7	81.8	9.1	9.1	18.2	75.1	81.9	No	No
Gender										
Male	8	I/S	I/S	I/S	I/S	I/S	73.5	79.9	N/A	N/A
Female	4	I/S	I/S	I/S	I/S	I/S	76.8	84.1	N/A	N/A
Racial/Ethnic Group										
White	1	I/S	I/S	I/S	I/S	I/S	92.1	88.9	I/S	I/S
African American	11	90.9	I/S	I/S	I/S	I/S	70.3	71.4	I/S	I/S
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	93.3	94.6	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	82.1	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	81.8	84.4	I/S	I/S
Disability Status										
Disabled	12	91.7	81.8	9.1	9.1	18.2	40.4	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	N/A	N/AV	N/A	N/A	N/A	N/A	84	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	9	I/S	I/S	I/S	I/S	I/S	69.8	74.9	I/S	I/S

***** Adjusted to account for natural variation in performance.

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
Science								
All Students	7	I/S	I/S	I/S	I/S	I/S	58.7	68.6
Gender								
Male	4	I/S	I/S	I/S	I/S	I/S	58.2	68.3
Female	3	I/S	I/S	I/S	I/S	I/S	59.2	68.9
Racial/Ethnic Group								
White	N/A	N/AV	I/S	I/S	I/S	I/S	87.8	80.7
African American	7	I/S	I/S	I/S	I/S	I/S	51	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	70.1	85.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	63.2	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	75	70.8
Disability Status								
Disabled	7	I/S	I/S	I/S	I/S	I/S	29.7	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	N/A	N/AV	N/A	N/A	N/A	N/A	54.3	60.7
Socio-Economic Status								
Subsidized meals	6	I/S	I/S	I/S	I/S	I/S	50.1	57.3
Social Studies								
All Students	7	I/S	I/S	I/S	I/S	I/S	64.7	72.5
Gender								
Male	6	I/S	I/S	I/S	I/S	I/S	63.6	72
Female	1	I/S	I/S	I/S	I/S	I/S	65.8	73.1
Racial/Ethnic Group								
White	1	I/S	I/S	I/S	I/S	I/S	88.4	81
African American	6	I/S	I/S	I/S	I/S	I/S	58.3	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	73.3	89
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	71	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	73.7	73.5
Disability Status								
Disabled	7	I/S	I/S	I/S	I/S	I/S	33.1	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	N/A	N/AV	N/A	N/A	N/A	N/A	65.7	69.7
Socio-Economic Status								
Subsidized meals	6	I/S	I/S	I/S	I/S	I/S	56.8	62.9

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PENDERGRASS FAIRWOLD SCHOOL										11/09/11-4001905
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	6	I/S	N/A	N/A	N/A	N/A	66.5	73.2	95.1	96.1
Gender										
Male	5	I/S	N/A	N/A	N/A	N/A	62	67.2	97.1	95.9
Female	1	I/S	N/A	N/A	N/A	N/A	71.2	79.4	91.8	96.3
Racial/Ethnic Group										
White	N/A	N/AV	N/A	N/A	N/A	N/A	87.8	81.5	97.3	96.2
African American	6	I/S	N/A	N/A	N/A	N/A	60.7	61.3	94.8	96.1
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	87	N/A	96.5
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	74.8	66.7	N/A	95.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	94.5
Disability Status										
Disabled	6	I/S	N/A	N/A	N/A	N/A	23.7	26	95.1	95.1
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	66.2	65.7	N/A	95.9
Socio-Economic Status										
Subsidized meals	1	I/S	N/A	N/A	N/A	N/A	59.1	63.2	95.2	95.9

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PENDERGRASS FAIRWOLD SCHOOL 11/09/11-4001905

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	2	I/S	I/S	I/S	I/S	I/S
	5	1	I/S	I/S	I/S	I/S	I/S
	6	3	I/S	I/S	I/S	I/S	I/S
	7	2	I/S	I/S	I/S	I/S	I/S
	8	2	I/S	I/S	I/S	I/S	I/S
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	3	I/S	I/S	I/S	I/S	I/S
	6	2	I/S	I/S	I/S	I/S	I/S
	7	4	I/S	I/S	I/S	I/S	I/S
	8	3	I/S	I/S	I/S	I/S	I/S
Mathematics							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	2	I/S	I/S	I/S	I/S	I/S
	5	1	I/S	I/S	I/S	I/S	I/S
	6	3	I/S	I/S	I/S	I/S	I/S
	7	2	I/S	I/S	I/S	I/S	I/S
	8	2	I/S	I/S	I/S	I/S	I/S
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	3	I/S	I/S	I/S	I/S	I/S
	6	2	I/S	I/S	I/S	I/S	I/S
	7	4	I/S	I/S	I/S	I/S	I/S
	8	3	I/S	I/S	I/S	I/S	I/S
Science							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	2	I/S	I/S	I/S	I/S	I/S
	5	1	I/S	N/A	N/A	N/A	N/A
	6	1	I/S	I/S	I/S	I/S	I/S
	7	2	I/S	I/S	I/S	I/S	I/S
	8	0	N/A	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	1	I/S	I/S	I/S	I/S	I/S
	6	1	I/S	I/S	I/S	I/S	I/S
	7	3	I/S	I/S	I/S	I/S	I/S
	8	2	I/S	I/S	I/S	I/S	I/S

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PENDERGRASS FAIRWOLD SCHOOL 11/09/11-4001905

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	2	I/S	I/S	I/S	I/S	I/S
	5	0	N/A	N/A	N/A	N/A	N/A
	6	2	I/S	I/S	I/S	I/S	I/S
	7	2	I/S	I/S	I/S	I/S	I/S
	8	2	I/S	I/S	I/S	I/S	I/S
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	2	I/S	I/S	I/S	I/S	I/S
	6	N/A	N/AV	I/S	I/S	I/S	I/S
	7	4	I/S	I/S	I/S	I/S	I/S
	8	1	I/S	I/S	I/S	I/S	I/S
Writing							
2010	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	2	I/S	N/A	N/A	N/A	N/A
	5	2	I/S	N/A	N/A	N/A	N/A
	6	2	I/S	N/A	N/A	N/A	N/A
	7	2	I/S	N/A	N/A	N/A	N/A
	8	3	I/S	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	3	I/S	N/A	N/A	N/A	N/A
	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	3	I/S	N/A	N/A	N/A	N/A

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