



Pendleton Elementary School

902 E. Queen St.
Pendleton, SC 29670

Grades	PK-6 Elementary School	
Enrollment	408 Students	
Principal	Adam Dymond	864-403-2500
Superintendent	Dr. Lee M. D'Andrea	864-403-2000
Board Chair	Ken Lindsey	864-403-2000

THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2012	Good	Good
2011	Average	Excellent
2010	Average	Average
2009	Average	Average
2008	Below Average	Average

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://www.eoc.sc.gov>

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

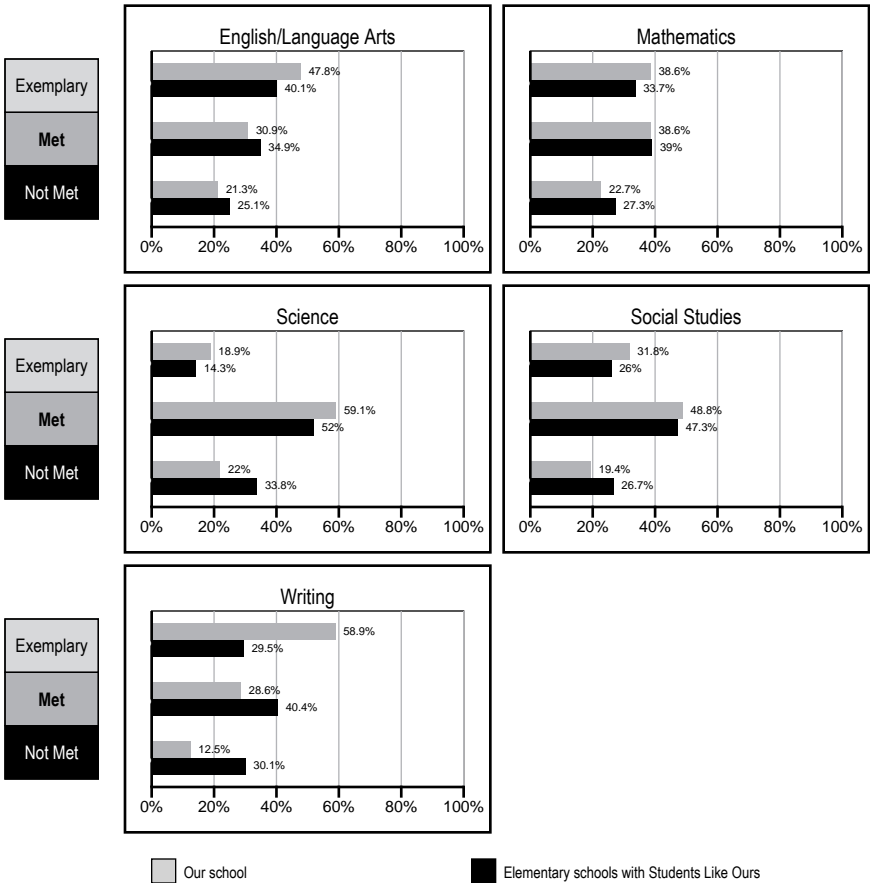
Percent of students tested in 2011-12 whose 2010-11 test scores were located | 98.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
16	32	76	7	0

* Ratings are calculated with data available by 11/07/2012.

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=408)				
First graders who attended full-day kindergarten	100.0%	Up from 96.2%	100.0%	100.0%
Retention rate	1.6%	Down from 2.9%	1.2%	1.0%
Attendance rate	96.6%	Up from 96.1%	96.3%	96.6%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=30)				
Teachers with advanced degrees	70.0%	Up from 55.2%	61.5%	63.0%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	84.8%	Up from 84.2%	89.5%	88.7%
Teacher attendance rate	96.6%	Up from 95.4%	94.9%	95.1%
Average teacher salary*	\$48,429	Up 0.0%	\$47,279	\$47,210
Professional development days/teacher	10.5 days	Up from 5.3 days	10.5 days	10.5 days
School				
Principal's years at school	2.0	Up from 1.0	5.0	4.0
Student-teacher ratio in core subjects	19.5 to 1	Down from 19.6 to 1	20.0 to 1	20.0 to 1
Prime instructional time	91.2%	Down from 91.3%	89.9%	90.5%
Opportunities in the arts	Excellent	Up from Good	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$10,473	Down 0.3%	\$7,257	\$7,247
Percent of expenditures for instruction**	65.8%	Up from 64.9%	67.9%	68.2%
Percent of expenditures for teacher salaries**	62.7%	Up from 61.9%	65.1%	65.7%

* 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

Pendleton Elementary School's top priority is the academic, social, emotional, and physical development of each student to his/her greatest potential. Higher academic levels of achievement are achieved by raising the bar to meet the personal needs of all of our students. This past school year, efforts by students, staff, and parents were reflected by our students' improved performance on district and state assessments. We are proud that Pendleton met all federal "No Child Left Behind" Adequate Yearly Progress (AYP) goals and was awarded Gold and Silver by the SC Department of Education for both closing the achievement gap and improvement.

In addition to the standards based academic program, Pendleton offered a full range of related arts, media services, counseling, computer assisted instruction, choral music opportunities, reading incentive programs and the GoalPOST after school program. Extra-curricular activities included Wrestling Club, Archery Club, Honors Choir, Explore the Arts, and The Good News Club. Service learning occurs through participation in Jump Rope for Heart, United Way, Wrestling for a Cause and our Memory Garden.

Special initiatives included our "College Bound" message, which was once again voiced as faculty and students wore "College Bound" t-shirts every Friday and participated in the college bound rallying cheers. Student works were showcased on the Writer's Wall of Fame and good character was recognized with the Student of the Month Wall. Our first team to participate in the Ron Clark Academy Model United Nations was awarded 3rd place against an outstanding group of international competitors. New this year were the district-wide Olweus Bullying Prevention Program and the Clemson Greek Council mentoring Program. And, in looking to next year, preparation for the Montessori 4-5K began as we prepare to grow the school within a school model through grade 6.

With our continued use of the Northwest Evaluation Association's Measures of Academic Progress (MAP), we were able to determine strengths and weaknesses of each child and custom design individual pathways to success. All teachers participated in weekly staff development to determine where students were successful and used research based decisions to keep all students moving forward on the academic continuum. A major focus was the implementation of note-booking techniques in the areas of science and social studies.

Our constant challenge is to produce achievement in reading, writing, math, science, and social studies as well as problem solving and cooperative teamwork strategies. We continue to strive to develop 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 express our appreciation to all for sharing the responsibility of the success of our students, our school, and our community.

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	16	42	33
Percent satisfied with learning environment	93.3%	83.3%	90.9%
Percent satisfied with social and physical environment	100.0%	78.0%	83.3%
Percent satisfied with school-home relations	87.5%	92.9%	84.8%

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

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ESEA/Federal Accountability Rating System

In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

Overall Weighted Points Total	98.4
Overall Grade Conversion	A

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Pendleton Elementary School school has been designated as a:

- Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- Title I Priority School – one of the 5% lowest performing Title I schools.
- Title I School – does not qualify as Reward, Focus or Priority School.
- Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	2.6%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.1%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.6%	94.0%*	Yes

* Or greater than last year

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Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 3-5						
All Students	667.0	652.8	641.3	645.1	100.0	100.0
Male	652.6	649.4	639.8	641.2	100.0	100.0
Female	682.5	656.4	643.0	650.0	100.0	100.0
White	680.9	667.6	651.4	653.7	100.0	100.0
African American	647.8	633.5	626.9	635.5	100.0	100.0
Asian/Pacific Islander	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
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	100.0	100.0
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	660.4	646.4	635.6	637.3	100.0	100.0
Annual Measurable Objective (AMO)	630.0	630.0	630.0	630.0	95.0	95.0
Grades 6-8						
All Students	659.1	667.5	609.7	631.2	100.0	100.0
Male	656.0	668.7	613.5	629.4	100.0	100.0
Female	662.8	666.1	605.8	633.6	100.0	100.0
White	669.6	676.7	612.7	637.8	100.0	100.0
African American	637.3	645.7	602.5	615.1	100.0	100.0
Asian/Pacific Islander	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
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	100.0	100.0
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	648.6	657.0	606.9	626.9	100.0	100.0
Annual Measurable Objective (AMO)	624.0	624.0	624.0	624.0	95.0	95.0

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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							
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
2012	3	43	100	17.5	25	57.5	82.5
	4	55	100	29.4	39.2	31.4	70.6
	5	59	100	17.9	26.8	55.4	82.1
	6	66	100	20.3	31.3	48.4	79.7
	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
Mathematics							
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
2012	3	43	100	45	27.5	27.5	55
	4	55	100	25.5	43.1	31.4	74.5
	5	59	100	10.7	42.9	46.4	89.3
	6	66	100	17.2	39.1	43.8	82.8
	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							
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
2012	3	21	95.2	26.3	42.1	31.6	73.7
	4	55	100	19.6	68.6	11.8	80.4
	5	30	100	3.7	55.6	40.7	96.3
	6	34	97.1	36.4	57.6	6.1	63.6
	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							
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
2012	3	22	100	33.3	57.1	9.5	66.7
	4	54	100	8	46	46	92
	5	29	100	27.6	31	41.4	72.4
	6	32	100	22.6	64.5	12.9	77.4
	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							
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
2012	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	58	98.3	12.5	28.6	58.9	87.5
	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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