



SC Annual School Report Card Summary

Pendleton Elementary School
 Anderson School District Four
 Grades: PK-6 Enrollment: 408
 Principal: Adam Dymond
 Superintendent: Dr. Lee M. D'Andrea
 Board Chair: Ken Lindsey

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM	
			General Performance	Closing the Gap	ESEA Grade	Accountability Indicator
2012	Good	Good	TBD	TBD	A	Reward
2011	Average	Excellent	Gold	Silver	Met	N/A
2010	Average	Average	N/A	N/A	Met	N/A

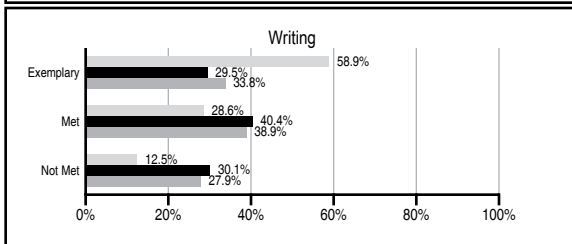
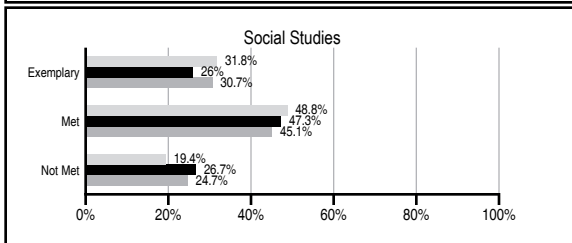
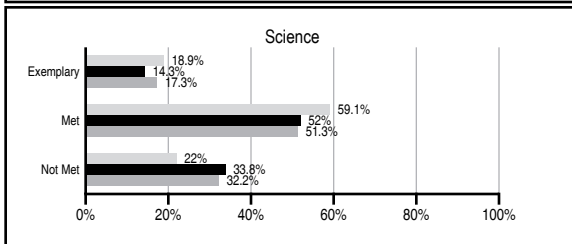
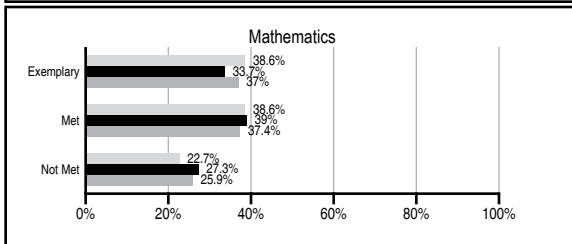
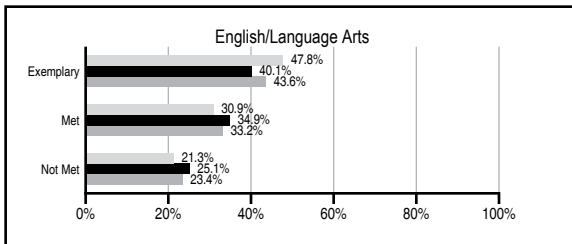
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
16	32	76	7	0

* Ratings are calculated with data available by 11/07/2012. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.

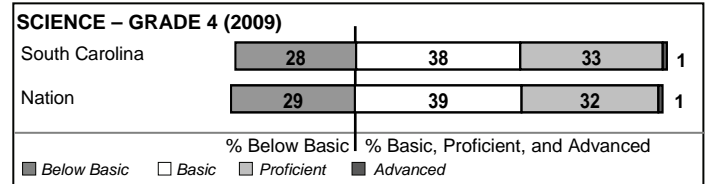
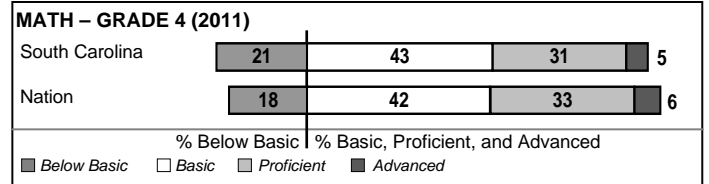
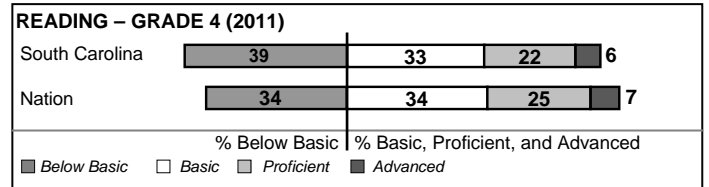
PASS PERFORMANCE

Our School
 Elementary Schools with Students Like Ours
 Elementary schools statewide



NAEP PERFORMANCE*

* Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.



SC 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.

Abbreviations Key

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined

Pendleton Elementary School
[Anderson School District Four]

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=408)				
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
Classes not taught by highly qualified teachers	0.0%	No Change	0.0%	0.0%
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%
ESEA composite index score	98.4	N/A	88.2	91.9

* Length of contract = 185+ days.

** Prior year audited financial data available.

EVALUATION RESULTS

	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 at this school and their parents were included.

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-taking 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.

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NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improvement Status