



SC Annual School Report Card Summary

Pendergrass-Fairwold School
 Richland 1
 Grades: PK-12 Enrollment: 95
 Principal: Faythe Kennedy Redenburg
 Superintendent: Dr. Percy A. Mack
 Board Chair: Jamie Devine

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
2013	N/A	N/A	TBD	TBD	I	N/A
2012	N/A	N/A	N/A	N/A	I	N/A
2011	N/A	N/A	N/A	N/A	N/A	N/A

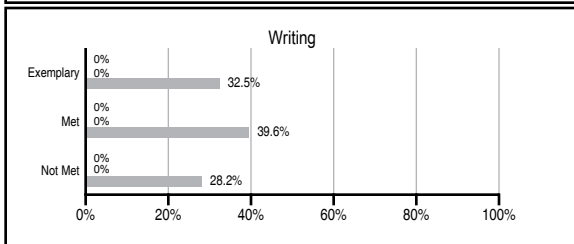
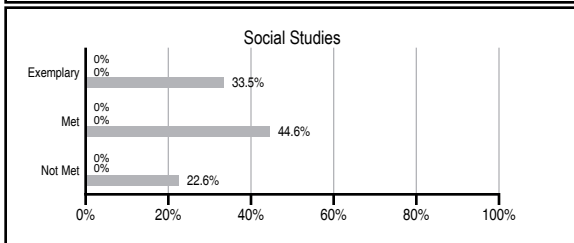
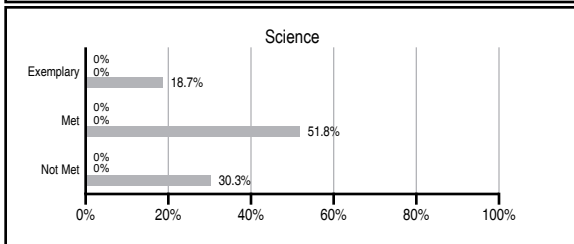
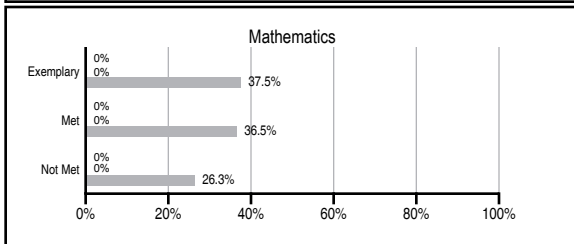
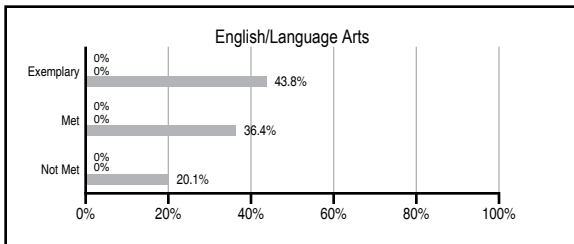
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
0	0	0	0	0

* Ratings are calculated with data available by 11/07/2013. 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

Pendergrass-Fairwold School [Richland 1]

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=95)				
Retention rate	42.4%	N/A	1.1%	0.9%
Attendance rate	92.8%	N/A	95.9%	96.3%
Served by gifted and talented program	0.0%	N/A	2.6%	7.2%
With disabilities	83.8%	N/A	13.5%	12.4%
Older than usual for grade	41.4%	N/A	3.0%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	N/R	0.0%	0.0%
Teachers (n=19)				
Teachers with advanced degrees	84.2%	N/A	60.6%	62.5%
Continuing contract teachers	84.2%	N/A	75.6%	83.3%
Teachers returning from previous year	87.9%	N/A	84.6%	88.3%
Teacher attendance rate	95.1%	N/R	94.9%	95.0%
Average teacher salary*	\$56,191	I/S	\$46,154	\$48,193
Classes not taught by highly qualified teachers	N/A	N/A	0.0%	0.0%
Professional development days/teacher	8.1 days	N/R	10.4 days	11.0 days
School				
Principal's years at school	3.0	N/R	4.0	4.0
Student-teacher ratio in core subjects	10.0 to 1	N/R	18.1 to 1	20.1 to 1
Prime instructional time	87.6%	N/R	89.6%	90.0%
Opportunities in the arts	Good	N/R	Good	Good
SACS accreditation	Yes	N/R	Yes	Yes
Parents attending conferences	95.9%	N/R	100.0%	100.0%
Character development program	Below Average	N/R	Excellent	Excellent
Dollars spent per pupil**	\$22,728	N/A	\$8,293	\$7,364
Percent of expenditures for instruction**	61.0%	N/A	66.0%	68.0%
Percent of expenditures for teacher salaries**	60.0%	N/A	64.0%	66.0%
ESEA composite index score	N/A	N/A	71.2	88.0

* Length of contract = 185+ days.

** Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	7	N/A	3
Percent satisfied with learning environment	85.7%	N/A	N/A
Percent satisfied with social and physical environment	100%	N/A	N/A
Percent satisfied with school-home relations	100%	N/A	N/A

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

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Pendergrass-Fairwold School serves medically fragile and severely mentally and physically disabled students from ages three to twenty-one who require a structured educational environment which will help them maximize physical ability, self-help skills and life skills and consequently facilitate their adjustment to community living. We also provide services for students ages to 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 attended professional development sessions with regular education teachers to gain a more in-depth understanding of Common Core State Standards. In keeping with this goal, all certified staff participated in an eight-week examination of the book, Aligning IEPs to the Common Core State Standards for Students With Moderate and Severe Disabilities. Time was allotted in teachers' schedule for weekly common planning. During that time, teachers discussed data as related to IEP objectives and progress reports as well as feedback given from classroom observations. Teachers were trained on a new curriculum, the Unique Learning System, which is designed for moderately to severely disabled students. This curriculum will be implemented during the upcoming school year.

Our students have continued to work diligently this school year. They were engaged in many activities that simulate realistic experiences which they will encounter upon transitioning into the community. Students volunteered three days per week at Palmetto Baptist Hospital and monthly at Harvest Hope Food Bank. They acquired job-readiness skills while working in the school's workshop performing activities such as recycling and packaging.

We are in the process of devising a new school improvement plan which will continue to make our teaching strategies and outcomes more transparent to our parents and shareholders.

Faythe Kennedy Redenburg, Principal
Brenda Heaney, SIC Chairperson

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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