



## Pendergrass-Fairwold School

5935 Token Street  
Columbia, SC 29203

<b>Grades</b>	PK-12 Middle School	
<b>Enrollment</b>	95 Students	
<b>Principal</b>	Faythe Kennedy	803-735-3435
<b>Superintendent</b>	Dr. Percy A. Mack	803-231-7500
<b>Board Chair</b>	Jamie Devine	803-231-7556

# THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2013	N/A	N/A
2012	N/A	N/A
2011	N/A	N/A
2010	N/A	N/A
2009	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://www.eoc.sc.gov>

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

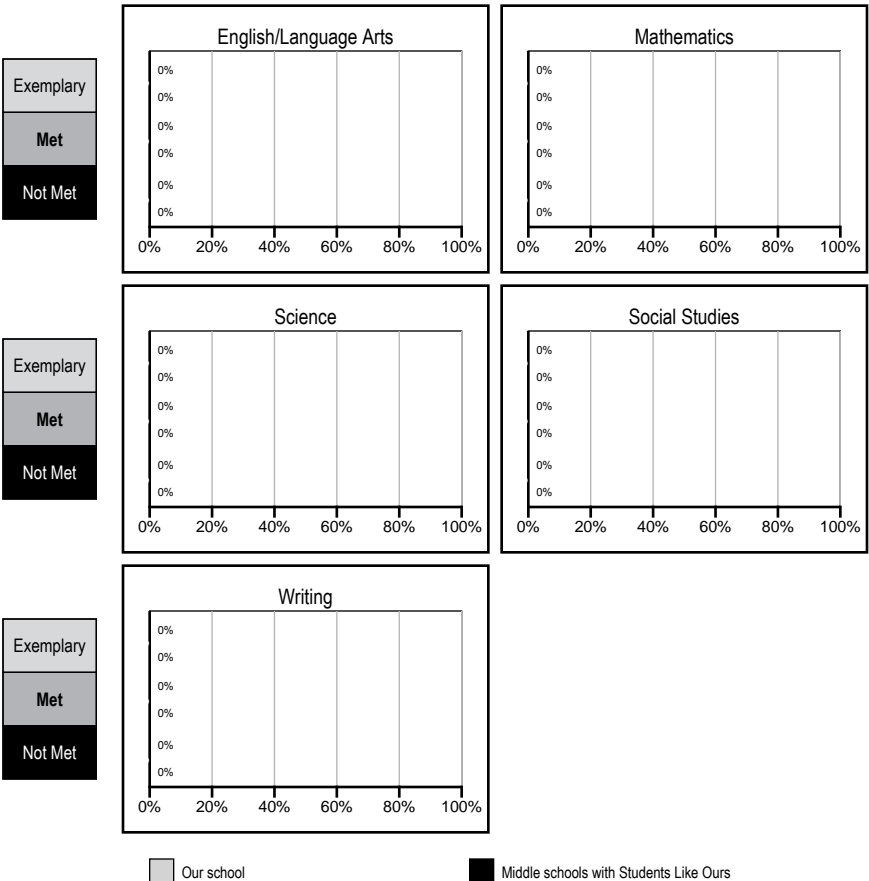
Percent of students tested in 2012-13 whose 2011-12 test scores were located | 100%

**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 03/14/2014.

**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
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
<b>Students (n=95)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	0.0%	No Change	14.3%	24.6%
Retention rate	42.4%	Up from 32.0%	1.1%	0.6%
Attendance rate	92.8%	Down from 94.1%	95.5%	95.9%
Served by gifted and talented program	0.0%	N/A	7.0%	18.5%
With disabilities	83.8%	N/A	15.8%	13.0%
Older than usual for grade	41.4%	N/A	7.7%	4.8%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.5%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=19)</b>				
Teachers with advanced degrees	84.2%	Up from 78.9%	60.0%	61.5%
Continuing contract teachers	84.2%	Up from 73.7%	67.7%	77.2%
Teachers returning from previous year	87.9%	Down from 89.3%	77.1%	85.9%
Teacher attendance rate	95.1%	Up from 92.3%	95.2%	94.9%
Average teacher salary*	\$56,191	Up 2.2%	\$44,388	\$47,313
Professional development days/teacher	8.1 days	Up from 7.9 days	9.3 days	10.1 days
<b>School</b>				
Principal's years at school	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio in core subjects	10.0 to 1	Down from 11.1 to 1	18.5 to 1	22.1 to 1
Prime instructional time	87.6%	Up from 85.8%	89.4%	89.6%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	95.9%	Down from 98.0%	98.6%	99.0%
Character development program	Below Average	No Change	Excellent	Good
Dollars spent per pupil**	\$22,728	Up 5.4%	\$9,577	\$7,239
Percent of expenditures for instruction**	61.0%	Down from 69.0%	60.0%	63.0%
Percent of expenditures for teacher salaries**	60.0%	Up from 57.5%	54.5%	61.0%

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

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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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 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

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
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 middle school grade level and their parents were included.

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**ESEA/Federal Accountability Rating System**

In July 2013, 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.

<b>Overall Weighted Points Total</b>	N/A
<b>Overall Grade Conversion</b>	I

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**

Pendergrass-Fairwold 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	1.4%	2.3%
Classes in high poverty schools not taught by highly qualified teachers	1.8%	4.9%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	N/A	0.0%	N/A
Student attendance rate	92.8%	94.0%*	No

\* Or greater than last year

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>English/Language Arts</b>							
<b>2012</b>	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	1	I/S	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	3	I/S	I/S	I/S	I/S	I/S
	7	3	I/S	I/S	I/S	I/S	I/S
	8	4	I/S	I/S	I/S	I/S	I/S
<b>2013</b>	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	2	I/S	I/S	I/S	I/S	I/S
	5	3	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
<b>Mathematics</b>							
<b>2012</b>	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	1	I/S	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	3	I/S	I/S	I/S	I/S	I/S
	7	3	I/S	I/S	I/S	I/S	I/S
	8	4	I/S	I/S	I/S	I/S	I/S
<b>2013</b>	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	2	I/S	I/S	I/S	I/S	I/S
	5	3	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
<b>Science</b>							
<b>2012</b>	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	1	I/S	N/A	N/A	N/A	N/A
	5	N/A	N/AV	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	1	I/S	I/S	I/S	I/S	I/S
<b>2013</b>	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	2	I/S	I/S	I/S	I/S	I/S
	5	N/A	N/AV	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	1	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>Social Studies</b>							
<b>2012</b>	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	1	I/S	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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	3	I/S	I/S	I/S	I/S	I/S
<b>2013</b>	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	1	I/S	I/S	I/S	I/S	I/S
	5	3	I/S	I/S	I/S	I/S	I/S
	6	N/A	N/AV	I/S	I/S	I/S	I/S
	7	3	I/S	I/S	I/S	I/S	I/S
	8	1	I/S	I/S	I/S	I/S	I/S
<b>Writing</b>							
<b>2012</b>	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	N/A	N/AV	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	4	I/S	N/A	N/A	N/A	N/A
<b>2013</b>	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	3	I/S	N/A	N/A	N/A	N/A
	6	1	I/S	N/A	N/A	N/A	N/A
	7	3	I/S	N/A	N/A	N/A	N/A
	8	3	I/S	N/A	N/A	N/A	N/A

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