



SC Annual School Report Card Summary

Pendleton Elementary School
ANDERSON SCHOOL DISTRICT 4
Grades: PK-6 Enrollment: 395
Principal: Adam D. Dymond
Superintendent: Lee M. D'Andrea, PhD
Board Chair: Tom Dobbins, PhD

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
2014	Average	At-Risk	TBD	TBD	A	Reward
2013	Good	Average	N/A	N/A	A	N/A
2012	Good	Good	SILVER	N/A	A	Reward

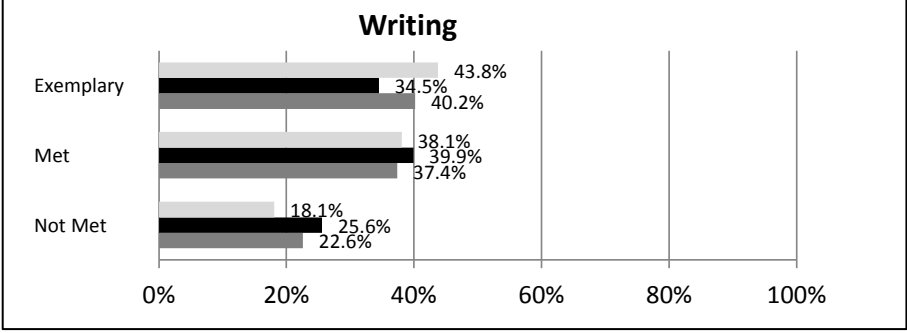
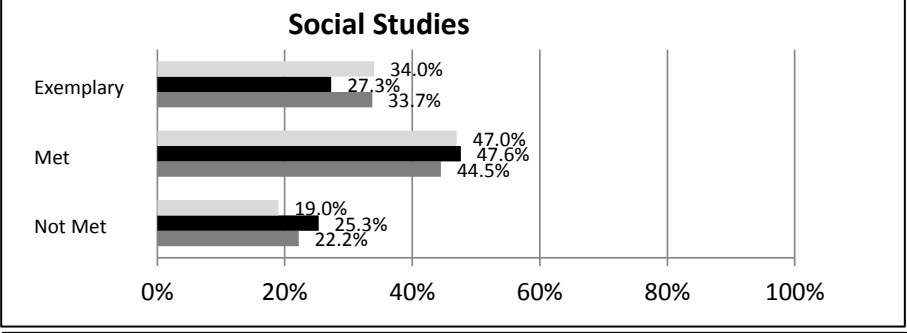
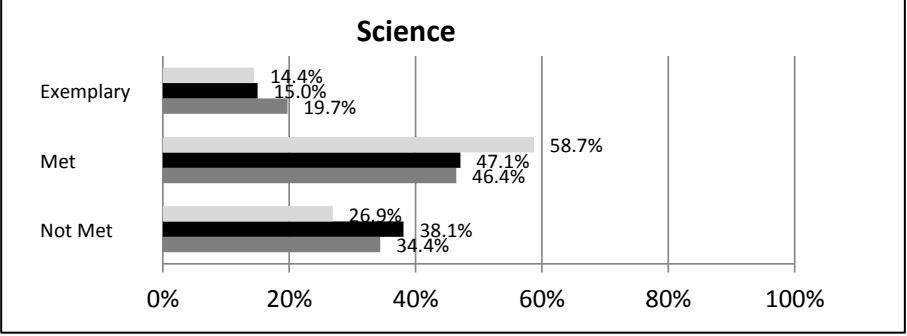
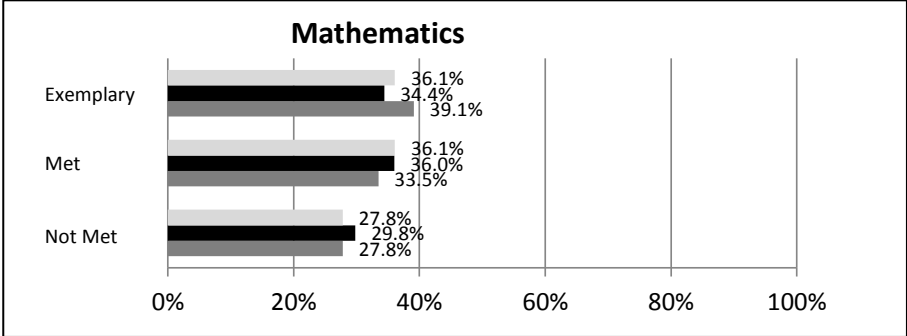
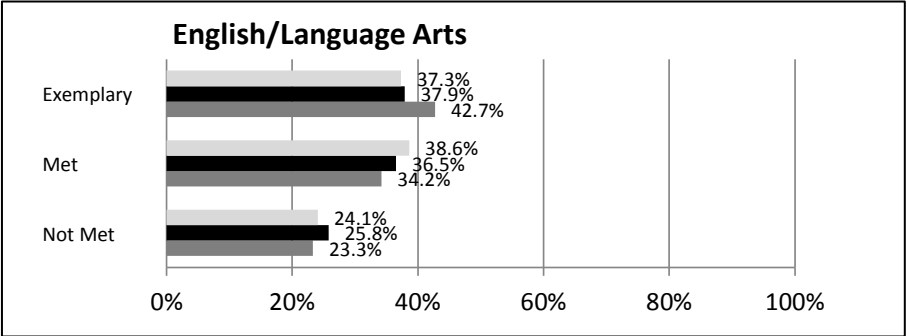
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
20	24	92	5	1

* Ratings are calculated with data available by 04/27/2015. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.

SC PASS PERFORMANCE

Our School Elementary Schools with Students Like Ours Elem Schools Statewide

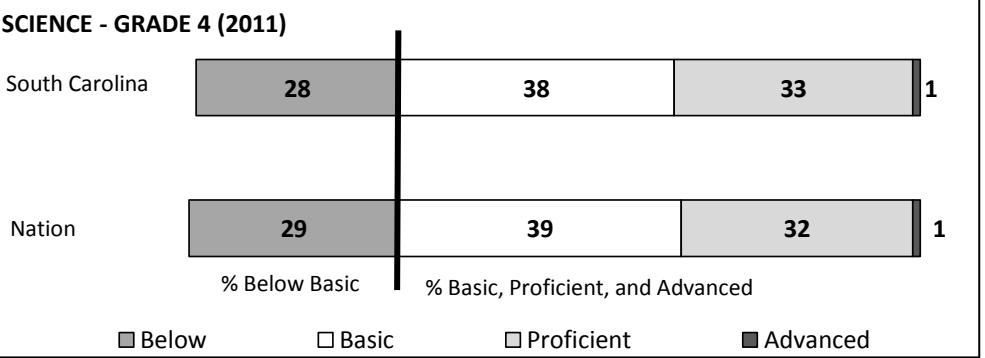
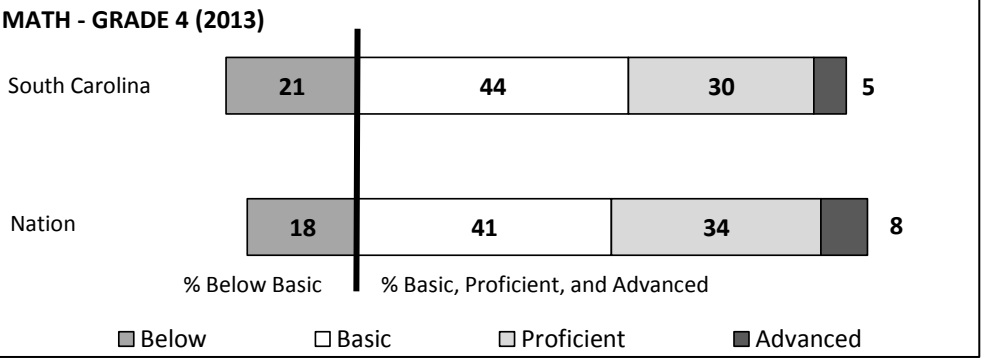
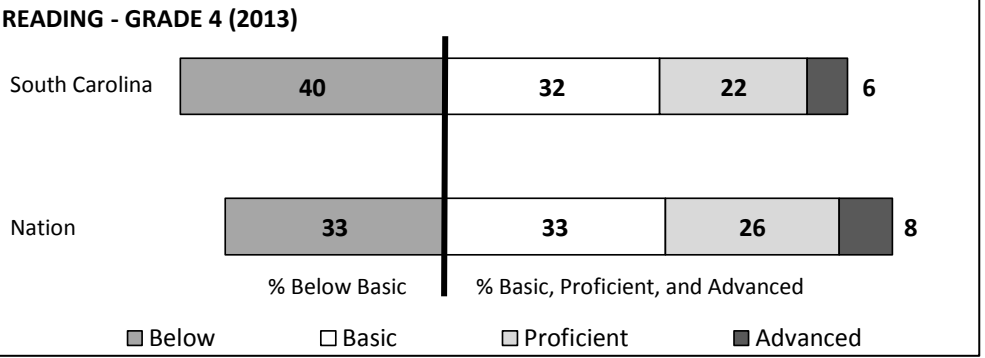


Abbreviations Key

N/A-Not Applicable N/AV-Not Available N/C-Not Collected N/R-Not Reported I/S-Insufficient Sample TBD-To Be Determined

NAEP*

*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.

Pendleton Elementary School
ANDERSON SCHOOL DISTRICT 4
SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary Schools
Students (n = 395)				
Retention rate	2.2%	Down from 3.1%	1.3%	1.0%
Attendance rate	96.0%	Up from 95.8%	96.2%	96.5%
Served by gifted and talented program	11.3%	Up from 6.2%	5.6%	7.3%
With disabilities	17.2%	Up from 15.9%	13.8%	12.5%
Older than usual for grade	2.9%	Down from 3.3%	2.2%	1.8%
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	43.3%	Down from 56.3%	61.1%	62.3%
Continuing contract teachers	66.7%	Down from 68.8%	80.9%	81.2%
Teachers returning from previous year	78.2%	Down from 80.4%	88.5%	88.4%
Teacher attendance rate	95.2%	Up from 94.8%	95.1%	95.3%
Average teacher salary*	\$45,730	Down 3.2%	\$47,824	\$47,902
Classes not taught by highly qualified teachers	0.0%	No change	0.0%	0.0%
Professional development days/teacher	1.8 days	Down from 9.1 days	10.6 days	10.9 days
School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	18.1 to 1	Down from 19.9 to 1	20.1 to 1	19.9 to 1
Prime instructional time	90.1%	Up from 89.8%	90.0%	90.7%
Opportunities in the arts	Good	No change	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**	\$10,610	Up 0.4%	\$7,725	\$7,680
Percent of expenditures for instruction**	64.8%	Down from 66.0%	65.7%	66.8%
Percent of expenditures for teacher salaries**	63.8%	Down from 64.0%	64.9%	66.0%
ESEA composite index score	90.5	Down from 91.5	82.2	85.7

* Length of contract = 185+ days.
**Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	37	37	26
Percent satisfied with learning environment	86.5%	91.9%	92.4%
Percent satisfied with social and physical environment	94.6%	97.4%	80.8%
Percent satisfied with school-home relations	83.7%	97.4%	84.6%

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

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

At Pendleton Elementary School our students Experience the World! The academic study of political, economic, social and cultural relationships brings global learning to the forefront and substantial achievement. Most notably this year, our school met Adequate Yearly Progress and received an overall grade of “A” based on the Federal Accountability System. Additionally, our school received a 2014 Bronze National Recognition Award from the Alliance for a Healthier Generation for our efforts in creating a healthier school environment. Pendleton was one of less than 300 schools across the country to receive this important recognition.

With our vision of every student being career and college ready, our “College Bound” initiative helps communicate the importance of this goal. Faculty and students wear “College Bound” t-shirts on spirit day Fridays and participate in the college bound rallying cheers each week. Additionally, students and staff at Pendleton have been divided into three houses: Isibindi (Zulu; it means courage), Reveur (French; it means to dream), and Amistad (Spanish; it means friendship). Based on the Ron Clark Academy’s model, each house is graced by a different color and unique crest. During the course of the school year, students earned points for their house for citizenship, behavior, academics, and getting caught meeting school-wide expectations.

Instructionally, daily teaching was enhanced by the latest touch technologies and virtual learning opportunities as we continued the implementation of the Common Core State Standards in 3rd-6th grades. Lower Elementary Montessori program (ages 6-7) was added to our Primary Montessori program (ages 4-5) as we continue to grow this model through grade 6. Northwest Evaluation Association’s Measures of Academic Progress (MAP) assessment allowed teachers and students to identify their strengths and weaknesses and custom design individual pathways to success. High progress literacy classrooms, SMART (Start Making a Reader Today) Time and enrichment periods continued to meet the needs of all students in reading, writing and math. Lastly, receipt of Eat Smart Move More’s CATCH grant allowed us to provide wellness education and equipment (Fitdesks) in an effort to make our school’s environment healthier.

Experiencing continued success with the district-wide Olweus Bullying Prevention Program, Clemson Greek Council mentoring Program, and our GoalPOST after school program. Other activities include our Wrestling Club, Archery Club, Honors Choir, Explore the Arts, Step Team, Spanish Club, Garden Club, and The Good News Club. Service learning occurs through participation in Jump Rope for Heart, United Way, Relay for Life, House Council Canned Food Drive, and our Memory Garden. And, the school’s new rock wall provides a great healthy alternative for

We are committed to preparing students academically as well as equipping them with the skills to be success in their lifetime. We also strive to develop responsibility, respect for others, as well as teach the importance of resourcefulness, punctuality, and regular attendance. We invite all community members to join us in our efforts as together we prepare all students for their future.

Adam D. Dymond, Principal
Zach Lentz, SIC Chair