

Pendergrass Fairwold School

5935 Token Street
Columbia, South Carolina

Grades	7-12 High School	
Enrollment	79 Students	
Principal	Patricia W. Brown	803-735-3435
Superintendent	Dr. Percy A. Mack	803-231-7500
Board Chair	Vince Ford	803-231-7556

THE STATE OF SOUTH CAROLINA
2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	**N/A**	**N/A**
2008	N/A	N/A
2007	N/A	N/A
2006	N/A	N/A
2005	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 GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

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

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	1	2	0	2

* Ratings are calculated with data available by 03/25/2010.

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

	Our High School			High Schools with Students Like Ours		
Percent	**2007**	**2008**	**2009**	**2007**	**2008**	**2009**
Passed 2 subtests (%)	N\A	N\A	N\A	N\A	55.0	50.2
Passed 1 subtest (%)	N\A	N\A	N\A	N\A	16.9	21.5
Passed no subtests (%)	N\A	N\A	N\A	N\A	29.5	28.3

HSAP Passage Rate by Spring 2009

	Our High School	High Schools with Students Like Ours
Percent	N/A	80.0%

On-Time Graduation Rate

	Our High School	High Schools with Students Like Ours
Number of Students	7	61
Number of Diplomas	N\A	34
Rate	N\A	35.5%

End of Course Tests

Percent of tests with scores of 70 or above on:	**Our High School**	**High Schools with Students Like Ours***
Algebra 1/Math for the Technologies 2	N/A	37.1
English 1	N/A	35.7
Physical Science	N/A	28.2
US History and the Constitution	N/A	11.2
All Tests	N/A	29.5

* High Schools with Poverty Indices of no more than 5% above or below the index for this school.

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	High Schools with Students Like Ours	Median High School
Students (n=79)				
Retention rate	58.9%	Down from 62.8%	10.7%	4.8%
Attendance rate	91.8%	Down from 94.7%	94.7%	95.5%
Eligible for gifted and talented	0.0%	No Change	0.0%	9.2%
With disabilities other than speech	81.0%	Down from 81.2%	16.0%	12.6%
Older than usual for grade	47.3%	Down from 54.2%	19.9%	8.6%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	2.5%	Up from 0.0%	1.7%	1.2%
Enrolled in AP/IB programs	0.0%	No Change	0.0%	13.2%
Successful on AP/IB exams	N/A	N/A	N/A	55.6%
Eligible for LIFE Scholarship	0.0%	N/R	25.9%	29.8%
Annual dropout rate	0.0%	N/A	0.5%	3.5%
Career/technology students in co-curricular organizations	0.0%	N/A	0.0%	3.0%
Enrollment in career/technology courses	72	N/A	155	523
Students participating in work-based experiences	1.4%	N/A	0.5%	12.9%
Career/technology students attaining technical skills	N/A	N/A	72.9%	79.3%
Career/technology completers placed	N/A	N/A	94.1%	98.8%
Teachers (n=17)				
Teachers with advanced degrees	70.6%	Down from 71.4%	50.0%	58.6%
Continuing contract teachers	82.4%	Up from 78.6%	57.1%	71.6%
Teachers with emergency or provisional certificates	6.3%	Down from 7.1%	16.7%	8.1%
Teachers returning from previous year	83.6%	Up from 78.3%	77.2%	85.0%
Teacher attendance rate	96.1%	Up from 95.7%	96.1%	95.5%
Average teacher salary*	$52,459	Down 2.7%	$43,500	$47,761
Professional development days/teacher	10.7 days	Up from 7.8 days	11.1 days	10.8 days
School				
Principal's years at school	8.0	Up from 7.0	3.5	3.0
Student-teacher ratio in core subjects	9.8 to 1	No Change	16.2 to 1	26.1 to 1
Prime instructional time	87.5%	Down from 90.0%	88.0%	89.8%
Dollars spent per pupil**	$31,661	Down 43.8%	$11,617	$7,883
Percent of expenditures for teacher salaries**	52.4%	Up from 51.6%	51.6%	54.1%
Percent of expenditures for instruction**	54.4%	Up from 53.4%	57.4%	60.2%
Opportunities in the arts	Good	No Change	Fair	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	77.2%	Down from 89.0%	84.5%	95.8%
Character development program	Excellent	Up from Good	Excellent	Good
Modern language program assessment	N/A	N/A	N/A	Average
Classical language program assessment	N/A	N/A	N/A	Good

* 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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Performance By Student Groups

	HSAP Passage Rate by Spring 2009		End of Course Passage Rate		Graduation Rate		
	n	%	t	%	n	%	Met State Objective
All Students	N/A	N/A	N/A	N/A	7	N/A	N/A
Gender							
Male	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Racial/Ethnic Group							
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	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	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	N/A	N/A	N/A	N/A	N/A	N/A	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

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Report of Principal and School Improvement Council

Pendergrass Fairwold School serves medically fragile, severely mentally and physically disabled students from ages 3 to 21 who require a structured educational environment that helps them maximize physical mobility, self-help skills, and life skills which will allow them to live in a community setting. We also provide services for students ages 18 to 21 who 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 IEP.

Our focus for students has been to build a foundation of required skills, to encourage, and to train students to participate in community partnerships where they learn to complete work tasks according to schedules and employer specifications. This has been accomplished by having our students participate in class and volunteer work where they learn to perform functional activities such as project assembly, packaging tasks, aluminum can and paper recycling, as well as greenhouse and cooking activities. Those students unable to participate in the tasks that require physical mobility are trained to attend to scheduled tasks and to use a variety of body language or assistive technology to interact with environmental stimuli or indicate their awareness of tasks and stimuli in their environment.

We strive to provide all of our students with the type of educational exposure that would allow them to score proficiently on SC-Alt testing by a continued emphasis on staff development for all employees, and by continuously scrutinizing our curriculum to target best practices and essential skills for our population. Although our test scores are statistically insignificant, we have noted continued improvements in the scores of the students who qualify to take SC-Alt testing.

Patricia W. Brown, Principal
Constance Marsh, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	8	0	5
Percent satisfied with learning environment	75.0%	N/A	I/S
Percent satisfied with social and physical environment	87.5%	N/A	I/S
Percent satisfied with school-home relations	87.5%	N/A	I/S

* Only eleventh grade students and their parents were included. For schools without grade eleven, only the highest grade was included.

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School Adequate Yearly Progress	NO

This school met 3 out of 5 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	N/A

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality Data

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.2%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	3.3%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	100.0%	0.0%	No

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Pendergrass Fairwold School											03/25/10-4001905
HSAP Performance By Group											
	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)											
All Students	4	I/S	I/S	I/S	I/S	I/S	I/S	56.4	61.8	No	Yes
Male	3	I/S	I/S	I/S	I/S	I/S	I/S	51.4	57.4	N/A	N/A
Female	1	I/S	I/S	I/S	I/S	I/S	I/S	60.9	66.1	N/A	N/A
White	3	I/S	I/S	I/S	I/S	I/S	I/S	87.3	74.3	I/S	I/S
African American	1	I/S	I/S	I/S	I/S	I/S	I/S	48	44.9	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	77.4	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	53.3	50.3	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	55.4	I/S	I/S
Disabled	4	I/S	I/S	I/S	I/S	I/S	I/S	18.8	19.4	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	I/S	N/A	N/A
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	43.8	38.5	I/S	I/S
Subsized meals	2	I/S	I/S	I/S	I/S	I/S	I/S	43.2	45.6	I/S	I/S
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)											
All Students	4	I/S	I/S	I/S	I/S	I/S	I/S	52.3	62.7	Yes	Yes
Male	3	I/S	I/S	I/S	I/S	I/S	I/S	49.1	61.8	N/A	N/A
Female	1	I/S	I/S	I/S	I/S	I/S	I/S	55.2	63.6	N/A	N/A
White	3	I/S	I/S	I/S	I/S	I/S	I/S	81.4	75.1	I/S	I/S
African American	1	I/S	I/S	I/S	I/S	I/S	I/S	44.2	45.1	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	83.8	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	53.3	58.5	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	59.2	I/S	I/S
Disabled	4	I/S	I/S	I/S	I/S	I/S	I/S	18.9	21.8	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	I/S	N/A	N/A
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	37.5	52.3	I/S	I/S
Subsized meals	2	I/S	I/S	I/S	I/S	I/S	I/S	41	47.9	I/S	I/S
Physical Science (End-of-Course Test performance by Group)											
All Students	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	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	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	N/A	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Subsized meals	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

***** Adjusted to account for natural variation in performance.

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Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)										
All Students	2008	8	I/S	I/S	I/S	I/S	I/S	I/S	64.1	69.7
	2009	4	I/S	I/S	I/S	I/S	I/S	I/S	56.4	61.8
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)										
All Students	2008	8	I/S	I/S	I/S	I/S	I/S	I/S	55	67.2
	2009	4	I/S	I/S	I/S	I/S	I/S	I/S	52.3	62.7

* Adjusted to account for natural variation in performance.

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