

SC Annual School Report Card Summary

Pendergrass Fairwold School
Richland 1
Grades: 7-12 **Enrollment: 79**
Principal: Patricia W. Brown
Superintendent: Dr. Percy A. Mack
Board Chair: Vince Ford

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		AYP STATUS	NCLB IMPROVEMENT STATUS
			General Performance	Closing the Gap		
2009	N/A	N/A	TBD	TBD	Not Met	N/A
2008	N/A	N/A	N/A	N/A	Not Met	N/A
2007	N/A	N/A	N/A	N/A	Not Met	N/A

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 03/23/2010. Schools with Students Like Ours are High Schools with Poverty Indices of no more than 5% above or below the index for this school.*

HIGH SCHOOL ASSESSMENT PROGRAM(HSAP) EXAM PASSAGE RATE(%): SECOND YEAR STUDENTS

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

HSAP PASSAGE RATE (%) BY SPRING 2009

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

ON-TIME GRADUATION RATE

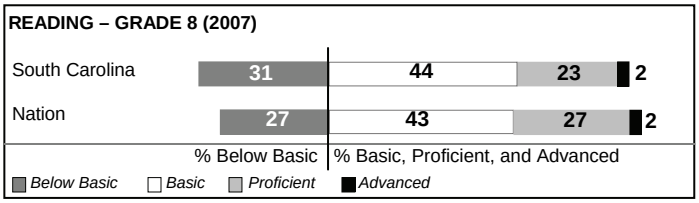
	Our High School	High Schools with Students Like Ours
Number of students	7	61
Number of Diplomas	N/A	34
Rate (%)	N/A	35.5%

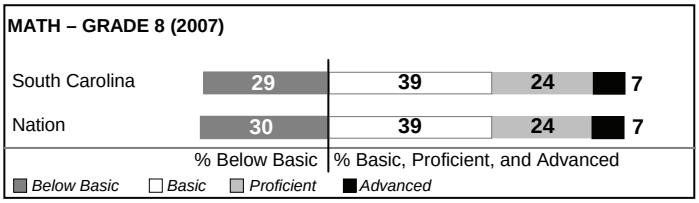
END OF COURSE TESTS - 2009

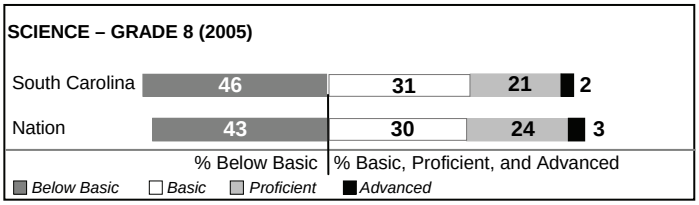
% of students scoring 70 or above on:	Our High School	High Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	N/A	37.1%
English 1	N/A	35.7%
Physical Science	N/A	28.2%
US History and the Constitution	N/A	11.2%
All Tests	N/A	29.5%

NAEP PERFORMANCE*

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







SC PERFORMANCE GOAL

2010 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.

2020 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
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Pendergrass Fairwold School [Richland 1]

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
Career/technology students attaining technical skills	N/A	N/A	72.9%	79.3%
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
Classes not taught by highly qualified teachers	100.0%	N/A	4.3%	3.5%
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
% of AYP objectives met	60.0%	Up from 0.0%	51.9%	64.7%

* Length of contract = 185+ days.

** Prior year audited financial data available.

EVALUATION RESULTS

	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 students at the highest high school grade level at this school and their parents were included.

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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

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