



PENDLETON ELEMENTARY

902 E. Queen Street
Pendleton, SC 29670

Grades	PK-6 Elementary School	
Enrollment	388 Students	
Principal	Dr. Kevin Black	864-646-8015
Superintendent	Dr. Lee D'Andrea	864-403-2000
Board Chair	Dr. Marty Williams	864-403-2000

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Average
2009	Average	Average
2008	Below Average	Average
2007	Below Average	At-Risk
2006	Average	At-Risk

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.

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

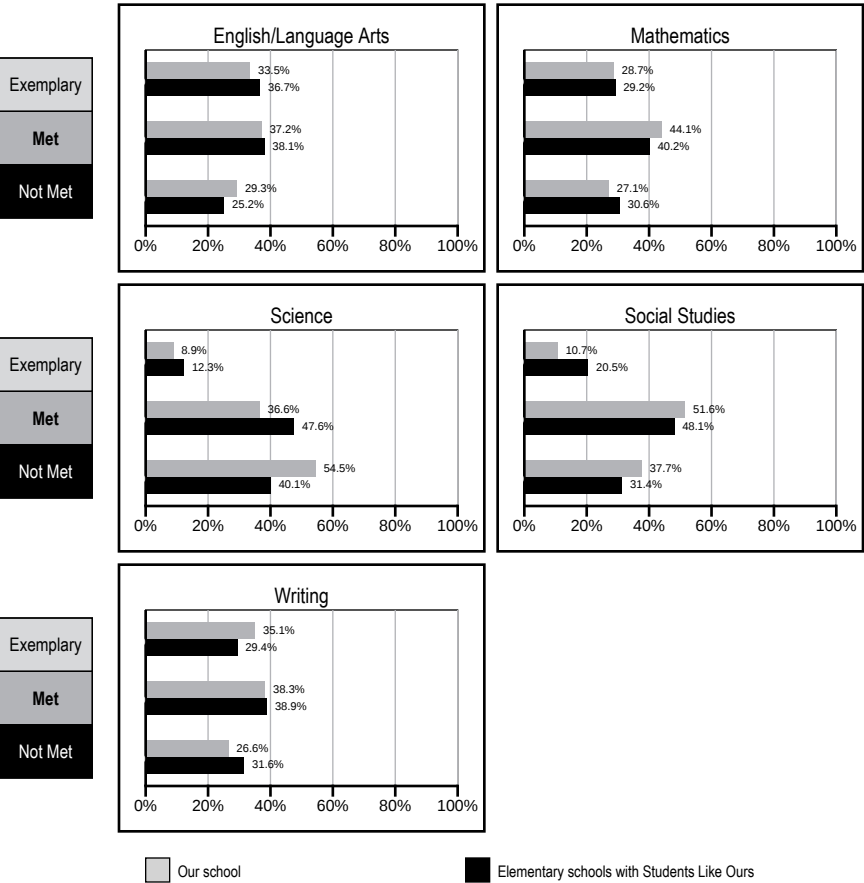
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	18	100	11	0

* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary 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

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=388)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.9%	Down from 2.2%	1.5%	1.2%
Attendance rate	99.9%	Up from 96.6%	95.7%	96.1%
Eligible for gifted and talented	5.3%	Down from 6.1%	10.2%	11.7%
With disabilities other than speech	12.1%	Down from 14.4%	8.9%	8.0%
Older than usual for grade	0.0%	Down from 0.6%	0.5%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=28)				
Teachers with advanced degrees	50.0%	Down from 51.6%	60.2%	60.5%
Continuing contract teachers	85.7%	Down from 90.3%	85.4%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	81.1%	Down from 85.9%	87.5%	87.0%
Teacher attendance rate	96.3%	Up from 95.1%	94.8%	95.4%
Average teacher salary*	\$47,881	Down 2.9%	\$47,036	\$47,288
Professional development days/teacher	7.9 days	Down from 10.8 days	10.9 days	10.5 days
School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	17.3 to 1	Down from 17.6 to 1	19.2 to 1	19.2 to 1
Prime instructional time	96.3%	Up from 91.5%	89.6%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	88.9%	Down from 100.0%	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$10,565	Up 13.6%	\$7,575	\$7,548
Percent of expenditures for instruction**	64.4%	Down from 69.0%	67.4%	68.7%
Percent of expenditures for teacher salaries**	58.5%	Down from 62.0%	64.6%	65.1%

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

The 2009-10 school year for Pendleton Elementary School was outstanding, as evidenced by the school making AYP for the first time since 2005. Efforts by staff to analyze data and allow it to drive student learning pushed the school out of Needs Improvement. Students, parents, and the community rallied, and another successful AYP performance for the current year is predicted.

Several initiatives are credited for the school's success to include: leveled text library; Reader's Toolkit; Guided Reading; Six +1 Writing Traits; Thinking MAPS; Cornell Notes; Math Palettes; Enrichment classes; Developmental Reading Assessment (DRA); Accelerated Reader Program; Annual Artist in Residence; Fine Arts exhibits and performances; Memory Garden lessons that engage students in community service and environmental awareness; Early Bird Morning Programs – PE Club, Morning Theater, Classworks; Jump-Start Summer Back to School Program; Extended day instruction; Supplemental services; Educational Talent Search Program; and Milliken Volunteer Support Program for every classroom. At the core of these efforts is a committed student body that is motivated to achieve.

Other programs that saw success included Anderson Four's Family Learning Center, along with several Head Start programs for the community. These programs provided young learners a sound academic, physical, social, and emotional foundation. In addition, a variety of afterschool activities (Good News Club, 4-H Club, Childcare, Explore the Arts, Chorus, and Extended Day) offered students additional academic support.

Our home and school communications continued to be enhanced through regular parent conferences, PTO/SIC meetings, Tuesday folders, marquee messages, and home visits. School sponsors offered additional activities (Academic Celebrations, Breakfast with Santa, Annual Book Fairs, along with science, math, and literacy nights) that offered parents and students opportunities to work together beyond the school day.

Together, the Pendleton community shares a tremendous responsibility in accomplishing the important job of educating our children. Pendleton Elementary is committed to excellence! We dedicate our daily efforts in support of the district's mission of providing each child with every opportunity to succeed.

Gwen G. Massey, Principal
Amy Batson, SIC

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	28	36	28
Percent satisfied with learning environment	71.4%	94.4%	88.9%
Percent satisfied with social and physical environment	89.3%	91.4%	85.7%
Percent satisfied with school-home relations	78.6%	83.3%	92.9%

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

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress	YES
---------------------------------	-----

This school met 19 out of 19 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	
---------------------------	--

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 and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	99.9%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
--	----------------------------------	----------	-----------	-------	-------------	-------------------------------	---------------------------------	------------------------------	------------------------------	--------------------------------

English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	205	99.5	28.9	36.8	34.2	81.1	88.8	83.5	Yes	Yes
Gender										
Male	111	99.1	33	40.6	26.4	79.2	87	80.1	N/A	N/A
Female	94	100	23.8	32.1	44	83.3	90.8	87	N/A	N/A
Racial/Ethnic Group										
White	122	100	17.3	37.3	45.5	89.1	92.2	89.6	Yes	Yes
African American	74	98.7	43.7	36.6	19.7	70.4	77.4	74.6	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	80	92.7	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	77.8	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
Disability Status										
Disabled	41	100	70.3	16.2	13.5	51.4	63	51.7	I/S	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	58.3	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	150	100	33.3	38.4	28.3	78.3	85.1	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	205	99	26.5	44.4	29.1	83.1	87.5	80.4	Yes	Yes
Gender										
Male	111	98.2	30.5	44.8	24.8	81	86.4	78.4	N/A	N/A
Female	94	100	21.4	44	34.5	85.7	88.6	82.5	N/A	N/A
Racial/Ethnic Group										
White	122	100	17.3	40	42.7	88.2	89.6	87.8	Yes	Yes
African American	74	97.3	37.1	52.9	10	80	80.5	69.3	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	93.3	93.5	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	66.7	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
Disability Status										
Disabled	41	97.6	55.6	36.1	8.3	55.6	62.2	46.1	I/S	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	58.3	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	150	100	31.2	47.8	21	79.7	82.5	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	133	99.3	54	36.3	9.7	46	77	67.3
Gender								
Male	73	98.6	56.5	36.2	7.2	43.5	77.8	66.9
Female	60	100	50.9	36.4	12.7	49.1	76.1	67.7
Racial/Ethnic Group								
White	76	100	40	42.9	17.1	60	82.6	79.6
African American	49	98	N/A	N/A	N/A	30.4	60	49.7
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	84.4
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	31	96.8	77.8	14.8	7.4	22.2	47.5	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	58.6
Socio-Economic Status								
Subsidized meals	93	98.9	64	29.1	7	36	67.4	55.4

Social Studies								
All Students	133	100	37.4	52	10.6	62.6	79.2	70.9
Gender								
Male	73	100	37.1	51.4	11.4	62.9	79.5	70.1
Female	60	100	37.7	52.8	9.4	62.3	78.9	71.7
Racial/Ethnic Group								
White	86	100	26	59.7	14.3	74	82.8	79.2
African American	44	100	58.1	37.2	4.7	41.9	65.2	58.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	81.8	86.8
Hispanic	1	I/S	I/S	I/S	I/S	I/S	81.8	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	24	100	N/A	N/A	N/A	23.8	54.6	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	I/S	68
Socio-Economic Status								
Subsidized meals	96	100	42.5	52.9	4.6	57.5	71.4	60.8

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	204	98	26.2	38.5	35.3	73.8	81.6	72.1	99.9	99.9
Gender										
Male	110	98.2	31.7	39.4	28.8	68.3	78	65.2	99.9	99.9
Female	94	97.9	19.3	37.3	43.4	80.7	85.7	79.2	99.9	99.9
Racial/Ethnic Group										
White	120	99.2	17.4	38.5	44	82.6	85.3	80.8	99.9	99.9
African American	73	97.3	34.8	42	23.2	65.2	69.4	59.7	99.9	99.9
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	80	87	99.9	99.9
Hispanic	8	I/S	I/S	I/S	I/S	I/S	61.1	64.6	99.9	99.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	N/A	99.9
Disability Status										
Disabled	39	94.9	N/AV	N/AV	N/AV	31.4	42	27.7	99.9	99.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	25	63.7	99.9	99.9
Socio-Economic Status										
Subsidized meals	149	98	28.9	42.2	28.9	71.1	74.5	61.9	99.9	99.9

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	66	100	29.2	35.4	35.4	70.8
	4	45	100	38.6	34.1	27.3	61.4
	5	46	100	20	60	20	80
	6	50	98	20	48.9	31.1	80
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	61	100	24.6	19.3	56.1	75.4
	4	61	100	31.6	45.6	22.8	68.4
	5	46	100	23.8	45.2	31	76.2
	6	36	97.2	36.4	42.4	21.2	63.6
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	66	100	30.8	47.7	21.5	69.2
	4	45	100	29.5	56.8	13.6	70.5
	5	46	100	35	50	15	65
	6	50	98	22.2	51.1	26.7	77.8
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	61	100	33.3	36.8	29.8	66.7
	4	61	100	29.8	50.9	19.3	70.2
	5	46	100	19	33.3	47.6	81
	6	36	97.2	18.2	60.6	21.2	81.8
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	32	100	41.9	45.2	12.9	58.1
	4	45	100	52.3	45.5	2.3	47.7
	5	23	100	N/AV	N/AV	N/AV	65
	6	25	100	17.4	69.6	13	82.6
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	31	100	56.7	23.3	20	43.3
	4	61	100	50.9	45.6	3.5	49.1
	5	24	95.8	35	45	20	65
	6	16	100	N/A	N/A	N/A	18.8
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	34	100	41.2	35.3	23.5	58.8
	4	45	100	36.4	54.5	9.1	63.6
	5	23	100	40	45	15	60
	6	24	100	31.8	59.1	9.1	68.2
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	31	100	28.6	53.6	17.9	71.4
	4	61	100	36.8	56.1	7	63.2
	5	22	100	42.9	42.9	14.3	57.1
	6	19	100	47.1	47.1	5.9	52.9
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	65	100	30.8	23.1	46.2	69.2
	4	48	97.9	50	39.1	10.9	50
	5	43	97.7	23.1	41	35.9	76.9
	6	48	95.8	26.7	44.4	28.9	73.3
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	62	98.4	25	32.1	42.9	75
	4	62	98.4	29.8	40.4	29.8	70.2
	5	44	97.7	17.1	34.1	48.8	82.9
	6	36	97.2	33.3	51.5	15.2	66.7
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample