



SC Annual School Report Card Summary

PENDERGRASS FAIRWOLD SCHOOL
Richland 1
Grades: PK-12 **Enrollment: 106**
Principal: Faythe Kennedy Redenburg
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		
2010	N/A	N/A	TBD	TBD	Not Met	N/A
2009	N/A	N/A	N/A	N/A	Not Met	N/A
2008	N/A	N/A	N/A	N/A	Not Met	N/A

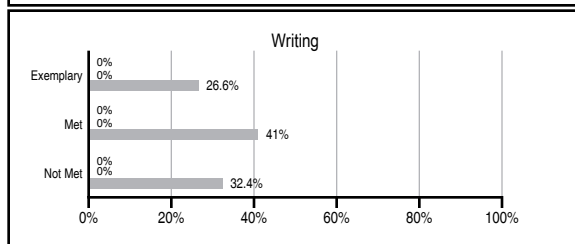
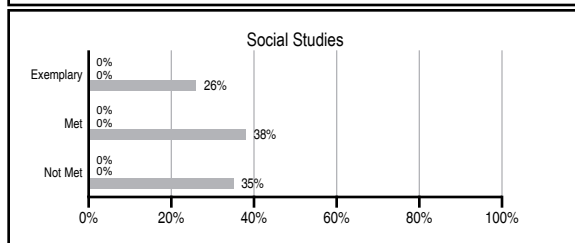
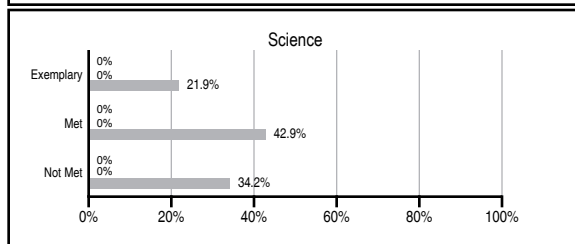
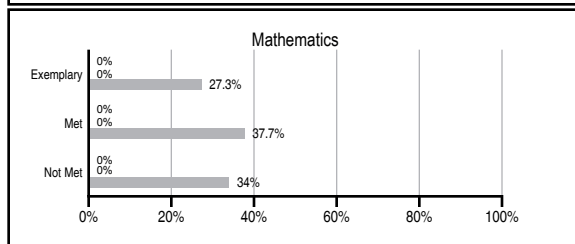
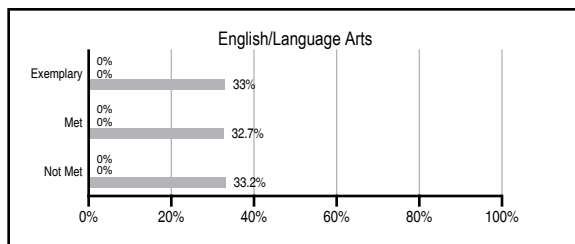
ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
0	0	0	0	0

* Ratings are calculated with data available by 03/09/2011. Schools with Students Like Ours are Middle Schools with Poverty Indices of no more than 5% above or below the index for this school.

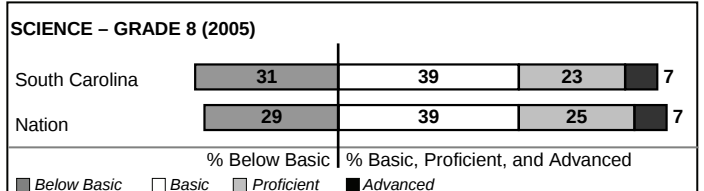
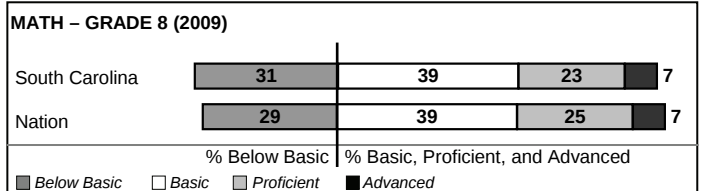
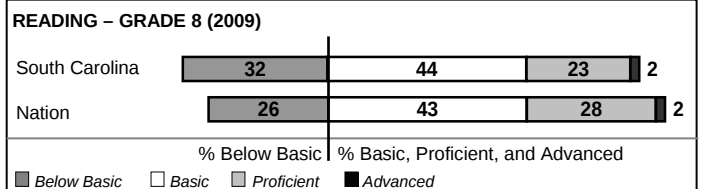
PASS PERFORMANCE

Our School Middle Schools with Students Like Ours Middle schools statewide



NAEP PERFORMANCE*

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



END OF COURSE TESTS - 2010

% of students scoring 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

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

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined

NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improvement Status

PENDERGRASS FAIRWOLD SCHOOL [Richland 1]

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=106)				
Students enrolled in high school credit courses (grades 7 & 8)	0.0%	N/R	15.9%	24.2%
Retention rate	38.5%	N/A	1.1%	0.7%
Attendance rate	90.9%	N/A	95.4%	95.9%
Eligible for gifted and talented	0.0%	N/A	4.8%	16.4%
With disabilities other than speech	83.0%	N/A	15.0%	12.0%
Older than usual for grade	57.3%	N/A	4.8%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	N/R	0.4%	0.5%
Annual dropout rate	0.0%	N/A	0.0%	0.0%
Teachers (n=19)				
Teachers with advanced degrees	78.9%	N/A	54.2%	58.5%
Continuing contract teachers	68.4%	N/A	67.6%	80.0%
Teachers with emergency or provisional certificates	11.8%	N/A	11.6%	4.0%
Teachers returning from previous year	92.2%	N/A	76.9%	84.6%
Teacher attendance rate	N/R	N/R	95.5%	95.4%
Average teacher salary*	\$53,791	I/S	\$44,210	\$46,561
Classes not taught by highly qualified teachers	100.0%	N/A	8.9%	1.3%
Professional development days/teacher	5.5 days	N/R	10.0 days	10.2 days
School				
Principal's years at school	9.0	N/R	2.3	4.0
Student-teacher ratio in core subjects	11.4 to 1	N/R	16.1 to 1	21.1 to 1
Prime instructional time	N/R	N/R	90.0%	90.4%
Opportunities in the arts	Good	N/R	Good	Good
SACS accreditation	Yes	N/R	Yes	Yes
Parents attending conferences	53.7%	N/R	97.1%	98.1%
Character development program	Good	N/R	Good	Good
Dollars spent per pupil**	\$31,498	N/A	\$10,785	\$7,802
Percent of expenditures for instruction**	53.2%	N/A	60.2%	63.8%
Percent of expenditures for teacher salaries**	51.0%	N/A	55.5%	60.0%
% of AYP objectives met	0.0%		79.7%	92.3%

* Length of contract = 185+ days.

** Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	N/A	N/A	N/A
Percent satisfied with learning environment	N/A	N/A	N/A
Percent satisfied with social and physical environment	N/A	N/A	N/A
Percent satisfied with school-home relations	N/A	N/A	N/A

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

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Pendergrass Fairwold School serves medically fragile and severely mentally and physically disabled students from ages 3-21 who require a structured educational environment which will help them maximize physical mobility, self help skills, and life skills, and, consequently, facilitate their adjustment to community living. 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 individual IEP.

Our focuses for this year have been improving the quality of our services to our population and developing communication systems that will help parents and other shareholders better understand what we are doing to maximize and teach skills and to document in graphic form the improvements that have been made compared to the expectations of the Individual Education Plan (IEP). In accordance with our school improvement plan, our teachers are working on adopting best practice strategies that will become standards of operating procedures for all teachers in the building. We are using staff development and daily practice to help our teaching staff maximize the use of technology by using digital cameras to record real world teaching materials, using voice output devices and switches to help non-verbal and mobility impaired students communicate with others and develop control of some of the facets of their environment. Our practice of making all IEP progress information objective so it can be placed in graphic form has helped teachers focus more on "what are the essential skills this student needs to acquire" and has made us more articulate in talking to parents and shareholders about what we are doing, why we are doing what we are doing, and the outcomes we hope to achieve when our strategies and methods are applied to designated situations.

We will continue to implement and monitor the goals of our school improvement plan as we continue to make our teaching strategies and outcomes more transparent to our parents and shareholders.

Patricia W. Brown, Principal

Constance Marsh, SIC Chairperson

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