



## WELCOME ELEMENTARY

36 E. Welcome Rd.  
Greenville, SC 29611

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	626 Students	
<b>Principal</b>	Christine L. Phillips	864-355-3900
<b>Superintendent</b>	Dr. Phinnize J. Fisher	864-355-8860
<b>Board Chair</b>	Megan Hickerson	864-288-8363

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Average</b>	<b>Average</b>
2009	Average	Average
2008	Below Average	At-Risk
2007	Below Average	At-Risk
2006	Below 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

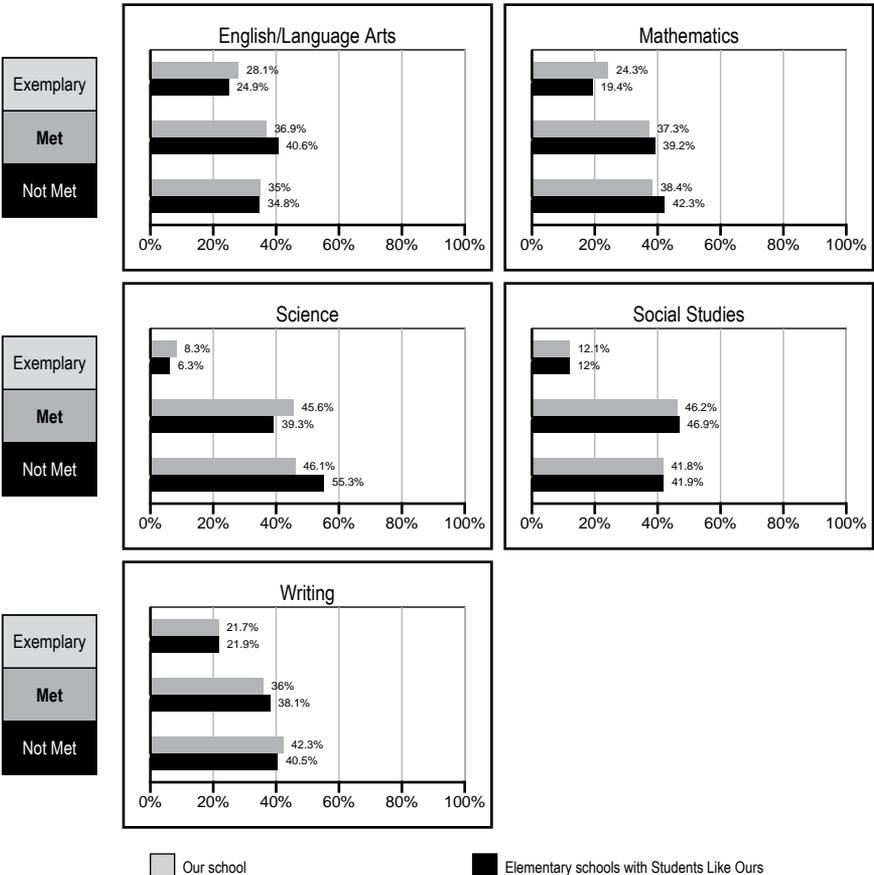
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 99.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	4	80	57	23

\* 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
<b>Students (n=626)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.1%	Down from 1.9%	1.5%	1.2%
Attendance rate	96.1%	Down from 96.4%	95.9%	96.1%
Eligible for gifted and talented	5.5%	Down from 6.6%	4.4%	11.7%
With disabilities other than speech	7.8%	Up from 6.4%	8.4%	8.0%
Older than usual for grade	0.0%	Down from 0.2%	0.8%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=45)</b>				
Teachers with advanced degrees	51.1%	Down from 52.1%	60.0%	60.5%
Continuing contract teachers	86.7%	Up from 77.1%	78.8%	84.6%
Teachers with emergency or provisional certificates	0.0%	Down from 2.3%	0.0%	0.0%
Teachers returning from previous year	85.4%	Down from 87.8%	83.5%	87.0%
Teacher attendance rate	96.9%	Up from 95.5%	95.4%	95.4%
Average teacher salary*	\$45,268	Up 3.8%	\$45,504	\$47,288
Professional development days/teacher	12.1 days	Up from 10.2 days	10.6 days	10.5 days
<b>School</b>				
Principal's years at school	1.0	No Change	3.0	4.0
Student-teacher ratio in core subjects	17.9 to 1	Up from 17.3 to 1	17.1 to 1	19.2 to 1
Prime instructional time	92.8%	Up from 91.2%	90.4%	90.8%
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	Up from Average	Excellent	Excellent
Dollars spent per pupil**	\$7,226	Up 1.9%	\$8,757	\$7,548
Percent of expenditures for instruction**	72.0%	Up from 71.9%	68.1%	68.7%
Percent of expenditures for teacher salaries**	69.2%	Up from 68.1%	62.5%	65.1%

\* 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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## Report of Principal and School Improvement Council

Welcome Elementary continued to provide many opportunities to students for academic success. Class sizes in second, third, fourth, and fifth grades were reduced using School-wide Title I funds. Through state funding, first grade class sizes were also reduced. After-school programs funded through Supplemental Education Services were offered to students for academic assistance and acceleration in all grade levels. Welcome continued the Response to Intervention reading program in Kindergarten through second grades and the Fast ForWord computer intervention program at all grade levels. Instructional technology continued to expand with opportunities for students to utilize software targeted to students' individual academic needs including CompassLearning Odyssey, English in a Flash, and Raz Kidz. Students were involved in technology research projects that allowed them to blog, vlog, and document their research with flip video cameras. Several virtual field trips were experienced including trips to Ellis Island, Smithsonian Institute, and a botanical garden. Promethean Boards were used in all classrooms to engage students in their own learning.

Our plan for teachers' professional development addressed the continued implementation of programs to assist students in reading and mathematics. Every Day Counts Calendar Math is a school-wide math program that promotes the mastery of math skills. A new math textbook adoption required teachers to be trained in using the support resources. Other professional development opportunities included 4-Block balanced literacy, Learning Focus strategies, Quality Tools, technology updates, and Tools 4 Literacy.

Parent involvement efforts continued to improve with a base of volunteers dedicated to helping our teachers' with non-instructional tasks such as copying and laminating. Our school website was continually updated, "Take-Home Tuesdays" for all teacher-student-parent communications were an expectation as well as sending home Principal's and School-wide Title I newsletters. The automated school messenger for upcoming dates and important information was used weekly. We continued to provide opportunities for parents to be involved in their child's learning through PTA sponsored events such as Reading Night, Math Mysteries Night, Showcase of Talent, and the Christmas music program. A number of School-wide Title I funded parent meetings on topics such as Helping Your Child Succeed at Home, Home Health and Nutrition, and Dental Health were offered. Two literacy events were targeted specifically for kindergarten and first grade parents to support emerging readers. Through School-wide Title I funds, a full-time bi-lingual parent involvement coordinator was available to assist parents with volunteering, parenting issues, and involvement in the overall school program and educational decision-making process.

At Welcome Elementary we believe . . . Every Child is a Star!

Christine L. Phillips, Principal

Paul Fulton, SIC Chair

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	29	82	59
Percent satisfied with learning environment	86.2%	93.9%	89.7%
Percent satisfied with social and physical environment	93.1%	88.9%	91.5%
Percent satisfied with school-home relations	82.8%	89.0%	89.7%

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

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No Child Left Behind

School Adequate Yearly Progress

YES

This school met 27 out of 27 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	1.7%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	1.2%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.1%	94.0%*	Yes

\* Or greater than last year

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

All Students	294	100	35	36.9	28.1	78.3	84.7	83.5	Yes	Yes
<b>Gender</b>										
Male	157	100	37	38.4	24.7	78.1	81.3	80.1	N/A	N/A
Female	137	100	32.5	35	32.5	78.6	88.3	87	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	89	100	22.5	36.3	41.3	83.8	90	89.6	Yes	Yes
African American	126	100	36.9	41.4	21.6	79.3	73.4	74.6	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	94.3	92.7	I/S	I/S
Hispanic	75	100	44.9	30.4	24.6	71	78.4	79.6	Yes	Yes
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	89.7	85.1	I/S	I/S
<b>Disability Status</b>										
Disabled	42	100	66.7	30.8	2.6	64.1	53.3	51.7	I/S	Yes
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	72	100	46.4	29	24.6	71	78.7	79	Yes	Yes
<b>Socio-Economic Status</b>										
Subsidized meals	258	100	37	36.5	26.5	77	76.1	76.9	Yes	Yes

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

All Students	294	100	38.4	37.3	24.3	75.3	82	80.4	Yes	Yes
<b>Gender</b>										
Male	157	100	38.4	32.9	28.8	75.3	80.5	78.4	N/A	N/A
Female	137	100	38.5	42.7	18.8	75.2	83.5	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	89	100	32.5	32.5	35	80	87.7	87.8	Yes	Yes
African American	126	100	45.9	41.4	12.6	68.5	68.4	69.3	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	94.9	93.5	I/S	I/S
Hispanic	75	100	31.9	37.7	30.4	82.6	78.3	78.3	Yes	Yes
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	79.5	83.2	I/S	I/S
<b>Disability Status</b>										
Disabled	42	100	71.8	20.5	7.7	46.2	46.1	46.1	I/S	Yes
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	72	100	33.3	37.7	29	81.2	79.2	78.9	Yes	Yes
<b>Socio-Economic Status</b>										
Subsidized meals	258	100	41.3	37.4	21.3	73	72.9	72.8	Yes	Yes

\* Adjusted to account for natural variation in performance.

## Abbreviations for Missing Data

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## 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
<b>Science</b>								
All Students	201	100	46.1	45.6	8.3	53.9	70.6	67.3
<b>Gender</b>								
Male	108	100	44	46	10	56	70.1	66.9
Female	93	100	48.8	45	6.3	51.3	71.1	67.7
<b>Racial/Ethnic Group</b>								
White	56	100	31.4	54.9	13.7	68.6	80.2	79.6
African American	90	100	59.5	35.4	5.1	40.5	50.4	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	86.4	84.4
Hispanic	53	100	38.8	53.1	8.2	61.2	60.1	59.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	76.3	69.5
<b>Disability Status</b>								
Disabled	29	100	69.2	23.1	7.7	30.8	33.9	33.8
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
<b>English Proficiency</b>								
Limited English Proficient	51	100	40.8	55.1	4.1	59.2	60.6	58.6
<b>Socio-Economic Status</b>								
Subsidized meals	174	100	49	43.9	7.1	51	57.1	55.4
<b>Social Studies</b>								
All Students	204	100	41.8	46.2	12.1	58.2	73.2	70.9
<b>Gender</b>								
Male	103	100	41.1	44.2	14.7	58.9	72.8	70.1
Female	101	100	42.5	48.3	9.2	57.5	73.7	71.7
<b>Racial/Ethnic Group</b>								
White	60	100	27.8	59.3	13	72.2	79.8	79.2
African American	84	100	50.7	42.5	6.8	49.3	57.9	58.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	86.9	86.8
Hispanic	56	100	42.3	38.5	19.2	57.7	67.8	68
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	69.8	71.2
<b>Disability Status</b>								
Disabled	26	100	70.8	25	4.2	29.2	40	39.3
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
<b>English Proficiency</b>								
Limited English Proficient	53	100	44	40	16	56	69	68
<b>Socio-Economic Status</b>								
Subsidized meals	178	100	46.5	43.4	10.1	53.5	61.6	60.8

Abbreviations for Missing Data

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## 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
<b>Writing</b>										
All Students	294	100	42.3	36	21.7	57.7	74	72.1	96.1	96.2
<b>Gender</b>										
Male	158	100	49.3	30.4	20.3	50.7	67.2	65.2	96.4	96.2
Female	136	100	33.6	42.9	23.5	66.4	81.1	79.2	95.9	96.3
<b>Racial/Ethnic Group</b>										
White	90	100	31.7	35.4	32.9	68.3	81.6	80.8	95	96.1
African American	123	100	47.7	35.1	17.1	52.3	58.6	59.7	96.4	96.2
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	88.8	87	96.9	97.5
Hispanic	77	100	45.1	38	16.9	54.9	63.1	64.6	97	96.6
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	74.7	73.4	94.5	94.8
<b>Disability Status</b>										
Disabled	42	100	N/AV	N/AV	N/AV	10.3	29.5	27.7	96.1	95.2
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	63.5	N/A	97.6
<b>English Proficiency</b>										
Limited English Proficient	75	100	47.2	34.7	18.1	52.8	62.9	63.7	97	97
<b>Socio-Economic Status</b>										
Subsidized meals	259	100	44.4	37.2	18.4	55.6	61.1	61.9	96.1	95.6

Abbreviations for Missing Data

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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>English/Language Arts</b>							
<b>2009</b>	3	119	100	39.4	28.8	31.7	60.6
	4	93	100	46.3	36.3	17.5	53.8
	5	101	100	23.9	56.8	19.3	76.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	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
<b>2010</b>	3	99	100	32.2	27.8	40	67.8
	4	111	100	41.4	41.4	17.2	58.6
	5	84	100	29.7	41.9	28.4	70.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>							
<b>2009</b>	3	119	100	43.3	41.3	15.4	56.7
	4	93	100	30	52.5	17.5	70
	5	101	100	30.7	42	27.3	69.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	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
<b>2010</b>	3	99	100	43.3	25.6	31.1	56.7
	4	111	100	40.4	42.4	17.2	59.6
	5	84	100	29.7	44.6	25.7	70.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>Science</b>							
<b>2009</b>	3	61	98.4	51.9	42.3	5.8	48.1
	4	93	100	N/AV	N/AV	N/AV	51.3
	5	51	100	45.5	47.7	6.8	54.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	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
<b>2010</b>	3	49	100	37	41.3	21.7	63
	4	111	100	51.5	45.5	3	48.5
	5	41	100	42.9	51.4	5.7	57.1
	6	0	N/A	N/A	N/A	N/A	N/A
	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

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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>Social Studies</b>							
<b>2009</b>	3	58	100	30.8	44.2	25	69.2
	4	93	100	35	61.3	3.8	65
	5	50	98	40.9	45.5	13.6	59.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	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
<b>2010</b>	3	50	100	45.5	47.7	6.8	54.5
	4	111	100	41.4	44.4	14.1	58.6
	5	43	100	38.5	48.7	12.8	61.5
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>Writing</b>							
<b>2009</b>	3	116	100	43.4	33	23.6	56.6
	4	98	99	52.4	32.1	15.5	47.6
	5	105	99.1	37	41.3	21.7	63
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	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
<b>2010</b>	3	100	100	42.9	31.9	25.3	57.1
	4	109	100	48.5	34.7	16.8	51.5
	5	85	100	33.3	42.7	24	66.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	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

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