

## PELHAM ROAD ELEMENTARY

100 All Star Way  
Greenville, South Carolina

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	649 Students	
<b>Principal</b>	Nancy M. Brantley	864-355-7600
<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>Excellent</b>	<b>Excellent</b>
2009	Excellent	Excellent
2008	Good	Below Average
2007	Good	Below Average
2006	Excellent	Good

## 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

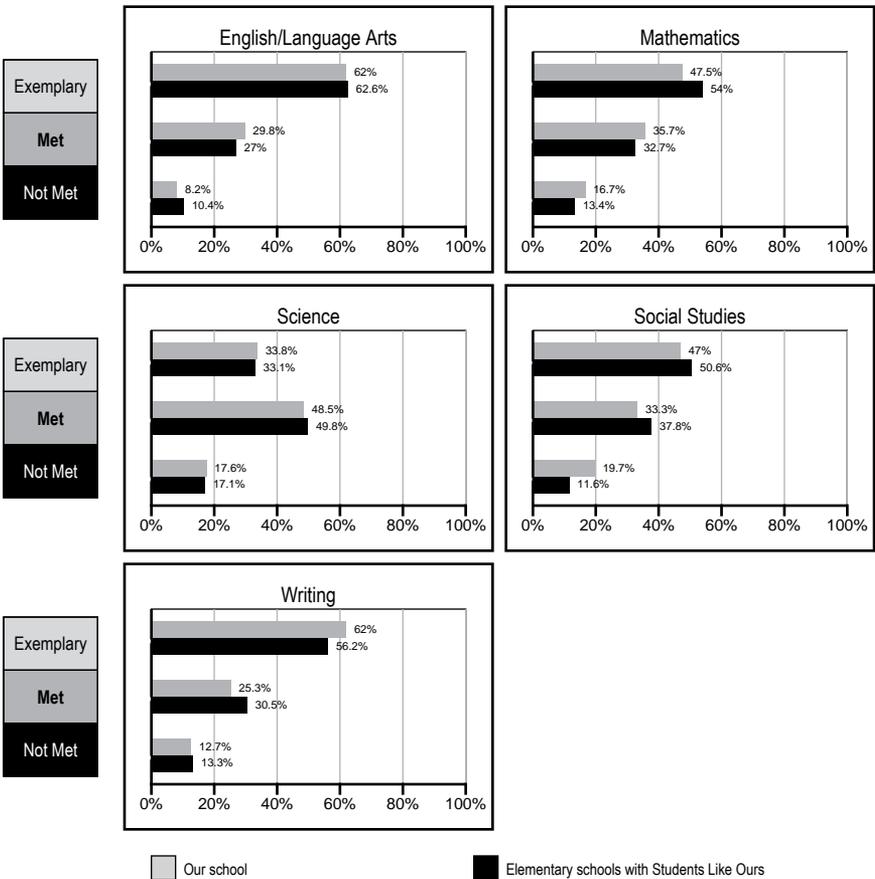
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 92.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
21	1	0	0	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
<b>Students (n=649)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	99.6%	100.0%
Retention rate	1.4%	Down from 2.6%	0.5%	1.2%
Attendance rate	96.8%	Down from 96.9%	96.8%	96.1%
Eligible for gifted and talented	31.5%	Up from 27.9%	30.2%	11.7%
With disabilities other than speech	12.4%	Down from 12.6%	6.8%	8.0%
Older than usual for grade	0.2%	Down from 0.6%	0.0%	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=38)</b>				
Teachers with advanced degrees	73.7%	Up from 70.0%	67.1%	60.5%
Continuing contract teachers	89.5%	Up from 87.5%	89.8%	84.6%
Teachers with emergency or provisional certificates	2.9%	No Change	0.0%	0.0%
Teachers returning from previous year	91.8%	Down from 92.4%	88.9%	87.0%
Teacher attendance rate	97.4%	Up from 95.6%	95.1%	95.4%
Average teacher salary*	\$49,201	Up 2.0%	\$49,381	\$47,288
Professional development days/teacher	10.1 days	Up from 6.5 days	10.1 days	10.5 days
<b>School</b>				
Principal's years at school	12.0	No Change	6.0	4.0
Student-teacher ratio in core subjects	21.1 to 1	Up from 19.8 to 1	20.7 to 1	19.2 to 1
Prime instructional time	94.0%	Up from 91.6%	91.9%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.9%	100.0%	100.0%
Character development program	Below Average	Down from Good	Excellent	Excellent
Dollars spent per pupil**	\$6,864	Up 8.2%	\$6,864	\$7,548
Percent of expenditures for instruction**	69.6%	Down from 69.8%	69.6%	68.7%
Percent of expenditures for teacher salaries**	67.0%	No Change	67.0%	65.1%

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

\*\* Prior year audited financial data are reported.

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**Report of Principal and School Improvement Council**

Pelham Road Elementary School is an outstanding technological and multicultural learning environment for the many communities it represents. It has served as a technology model school providing information and tours to other schools from our district, state and neighbors in Georgia and North Carolina. We utilize Inter-active Smartboards and computers in every classroom, and we are pleased to have a 30 station computer lab and two wireless laptop labs.

We are grateful to have a student population representing 41 different countries with 19 different languages spoken in our homes. Because of this outstanding diversity of our communities, Pelham Road Elementary is definitely "A Place Called School" and represents a microcosm of the real world by being a "Little United Nations." Our students learn very early that although we may look differently, we all cherish family, home, school and community.

Our high quality faculty has their own educational achievements to be proud of: Sixty- seven percent of our staff has earned advanced degrees in the field of education. Also, we have 12 teachers who have earned National Board Certification. Our faculty is also deeply committed to improving each child's achievement and participates in high level professional development not only at our school site, but also participates at the district level. One of our classroom teachers is working toward her PhD in education.

We provide our students with individualized goal setting and progress measurement through MAP testing – Measures of Academic Progress. Strong integration of Writing Across the Curriculum provides students with a solid language arts foundation. Consequently, Pelham Road is now a school of Exemplary Writing and recently received The Exemplary Writing Award from our state. We are also a National Blue Ribbon School Of Excellence, Palmetto's Finest, and we have just received the RED CARPET AWARD.

We are also aware that one of the indicators of a GREAT SCHOOL is PARENTAL INVOLVEMENT and this past year, our PTA, SIC and other community supporters volunteered over 35,000 hours at our school. With their help and continuing support we have become an EXTRAORDINARY SCHOOL OF EXCELLENCE.

Our very excellent extended day program provides safe and stimulating activities in art, music, and PE and homework help for the 140 children we served this past school year.

Our mission, in partnership with our home and community is to PREPARE, RESPECT, ENRICH and SUCCEED. We will continue to move forward to maintain the excellent service we provide for our students and community. We are indeed proud to be called "A Community of Learners". Manuel and Gabriela Reunda-Torres, Co-Chairs of SIC and Nancy Brantley, Principal of Pelham Road.

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	43	105	72
Percent satisfied with learning environment	100.0%	96.2%	93.1%
Percent satisfied with social and physical environment	100.0%	93.3%	91.7%
Percent satisfied with school-home relations	100.0%	100.0%	88.9%

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

Abbreviations for Missing Data

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No Child Left Behind

School Adequate Yearly Progress

YES

This school met 21 out of 21 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	96.8%	94.0%*	Yes

\* Or greater than last year

Abbreviations for Missing Data

**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	316	100	8.2	29.8	62	95.7	84.7	83.5	Yes	Yes
<b>Gender</b>										
Male	173	100	11.3	29.8	58.9	94	81.3	80.1	N/A	N/A
Female	143	100	4.4	29.9	65.7	97.8	88.3	87	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	220	100	5.1	27.6	67.3	97.7	90	89.6	Yes	Yes
African American	55	100	13	37	50	92.6	73.4	74.6	Yes	Yes
Asian/Pacific Islander	14	100	N/A	N/A	N/A	100	94.3	92.7	I/S	I/S
Hispanic	22	100	25	40	35	85	78.4	79.6	I/S	I/S
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	48	100	38.3	27.7	34	74.5	53.3	51.7	Yes	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	27	100	24	32	44	88	78.7	79	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	86	100	22.2	44.4	33.3	85.2	76.1	76.9	Yes	Yes

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

All Students	316	100	16.7	35.7	47.5	90.5	82	80.4	Yes	Yes
<b>Gender</b>										
Male	173	100	17.9	36.9	45.2	89.9	80.5	78.4	N/A	N/A
Female	143	100	15.3	34.3	50.4	91.2	83.5	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	220	100	10.7	34.1	55.1	93.5	87.7	87.8	Yes	Yes
African American	55	100	37	40.7	22.2	83.3	68.4	69.3	Yes	Yes
Asian/Pacific Islander	14	100	N/A	N/A	N/A	100	94.9	93.5	I/S	I/S
Hispanic	22	100	30	40	30	75	78.3	78.3	I/S	I/S
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	48	100	51.1	23.4	25.5	63.8	46.1	46.1	Yes	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	27	100	24	44	32	80	79.2	78.9	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	86	100	35.8	49.4	14.8	76.5	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	209	100	17.6	48.5	33.8	82.4	70.6	67.3
<b>Gender</b>								
Male	111	100	19.3	45.9	34.9	80.7	70.1	66.9
Female	98	100	15.8	51.6	32.6	84.2	71.1	67.7
<b>Racial/Ethnic Group</b>								
White	151	100	12.9	49.7	37.4	87.1	80.2	79.6
African American	35	100	23.5	52.9	23.5	76.5	50.4	49.7
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	86.4	84.4
Hispanic	10	I/S	I/S	I/S	I/S	I/S	60.1	59.4
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	76.3	69.5
<b>Disability Status</b>								
Disabled	35	100	42.9	34.3	22.9	57.1	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	15	100	53.3	33.3	13.3	46.7	60.6	58.6
<b>Socio-Economic Status</b>								
Subsidized meals	56	100	39.6	49.1	11.3	60.4	57.1	55.4
<b>Social Studies</b>								
All Students	205	100	19.8	33.7	46.5	80.2	73.2	70.9
<b>Gender</b>								
Male	113	100	23.2	25.9	50.9	76.8	72.8	70.1
Female	92	100	15.6	43.3	41.1	84.4	73.7	71.7
<b>Racial/Ethnic Group</b>								
White	139	100	16.1	34.3	49.6	83.9	79.8	79.2
African American	37	100	21.6	32.4	45.9	78.4	57.9	58.4
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	86.9	86.8
Hispanic	18	100	41.2	35.3	23.5	58.8	67.8	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	69.8	71.2
<b>Disability Status</b>								
Disabled	30	100	48.3	17.2	34.5	51.7	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	21	100	34.8	39.1	26.1	65.2	69	68
<b>Socio-Economic Status</b>								
Subsidized meals	56	100	43.6	34.5	21.8	56.4	61.6	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
<b>Writing</b>										
All Students	318	100	13.1	25.6	61.2	86.9	74	72.1	96.8	96.2
<b>Gender</b>										
Male	176	100	17.9	31.2	50.9	82.1	67.2	65.2	96.8	96.2
Female	142	100	7.2	18.7	74.1	92.8	81.1	79.2	96.8	96.3
<b>Racial/Ethnic Group</b>										
White	220	100	7.4	23.7	68.8	92.6	81.6	80.8	96.6	96.1
African American	55	100	25.5	36.4	38.2	74.5	58.6	59.7	97.5	96.2
Asian/Pacific Islander	15	100	6.7	13.3	80	93.3	88.8	87	97.4	97.5
Hispanic	23	100	40.9	27.3	31.8	59.1	63.1	64.6	96.8	96.6
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	74.7	73.4	95	94.8
<b>Disability Status</b>										
Disabled	47	100	39.1	21.7	39.1	60.9	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	28	100	35.5	32.3	32.3	64.5	62.9	63.7	96.7	97
<b>Socio-Economic Status</b>										
Subsidized meals	86	100	33.7	34.9	31.3	66.3	61.1	61.9	96.2	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	92	100	9	21.3	69.7	91
	4	112	100	16.7	25	58.3	83.3
	5	105	100	11.9	34.7	53.5	88.1
	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	104	100	7.9	17.8	74.3	92.1
	4	98	100	11.6	38.9	49.5	88.4
	5	114	100	5.5	33	61.5	94.5
	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>Mathematics</b>							
<b>2009</b>	3	92	100	18	34.8	47.2	82
	4	112	99.1	11.2	43	45.8	88.8
	5	105	100	17.8	45.5	36.6	82.2
	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	104	100	16.8	31.7	51.5	83.2
	4	98	100	13.7	38.9	47.4	86.3
	5	114	100	19.3	36.7	44	80.7
	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	48	100	17.4	52.2	30.4	82.6
	4	112	99.1	16.8	46.7	36.4	83.2
	5	51	100	24	54	22	76
	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	53	100	17.3	30.8	51.9	82.7
	4	98	100	15.5	60.8	23.7	84.5
	5	58	100	21.8	43.6	34.5	78.2
	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	44	100	9.1	36.4	54.5	90.9
	4	112	99.1	14	43.9	42.1	86
	5	54	100	21.6	33.3	45.1	78.4
	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	51	100	18	28	54	82
	4	98	100	14.4	38.1	47.4	85.6
	5	56	100	30.9	30.9	38.2	69.1
	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
<b>Writing</b>							
<b>2009</b>	3	93	100	15.6	24.4	60	84.4
	4	112	100	16.7	34.3	49.1	83.3
	5	105	100	19.4	27.2	53.4	80.6
	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	104	100	13.6	19.4	67	86.4
	4	100	100	18.2	29.3	52.5	81.8
	5	114	100	8.2	28.2	63.6	91.8
	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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