



## Pelham Road Elementary

100 All Star Way  
Greenville, South Carolina

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	653 Students	
<b>Principal</b>	Nancy M. Brantley	864-355-7600
<b>Superintendent</b>	Dr. Phinnize J. Fisher	864-355-8860
<b>Board Chair</b>	Dr. Keith Ray	864-288-0476

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Good</b>	<b>Below Average</b>
2007	Good	Below Average
2006	Excellent	Good
2005	Excellent	Good
2004	Excellent	Good

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

**Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating**

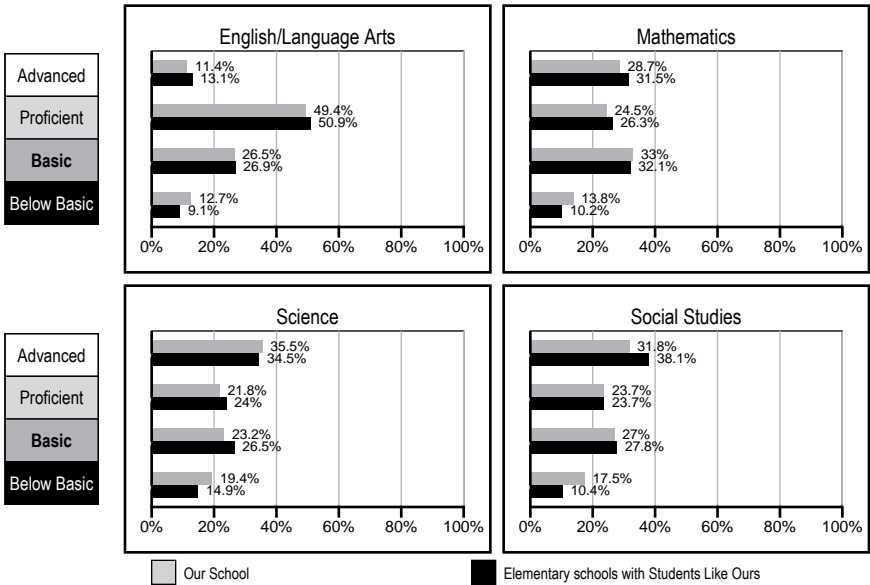
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 93.9%

**ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
6	20	2	0	0

\* Ratings are calculated with data available by September 30.

**Palmetto Achievement Challenge Tests (PACT)**



\* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

**Definition of Critical Terms**

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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=653)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.3%	Up from 1.1%	1.0%	2.3%
Attendance rate	97.1%	Up from 96.8%	97.0%	96.3%
Eligible for gifted and talented	30.8%	Up from 30.3%	26.1%	10.4%
With disabilities other than speech	12.3%	Up from 9.5%	5.9%	7.5%
Older than usual for grade	0.4%	Up from 0.2%	0.2%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=41)</b>				
Teachers with advanced degrees	56.1%	Up from 53.8%	59.2%	56.7%
Continuing contract teachers	90.2%	Up from 87.2%	82.8%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	95.8%	Up from 93.6%	86.5%	86.4%
Teacher attendance rate	96.8%	Up from 95.1%	95.0%	94.9%
Average teacher salary	\$47,297	Up 6.4%	\$46,675	\$45,345
Professional development days/teacher	7.0 days	Down from 8.9 days	12.0 days	12.6 days
<b>School</b>				
Principal's years at school	11.0	Up from 10.0	5.0	4.0
Student-teacher ratio in core subjects	21.3 to 1	Up from 21.1 to 1	19.5 to 1	18.5 to 1
Prime instructional time	92.7%	Up from 90.2%	90.3%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.4%	100.0%	100.0%
Character development program	Average	Up from Below Average	Excellent	Excellent
Dollars spent per pupil*	\$5,960	Down 2.1%	\$6,685	\$7,052
Percent of expenditures for instruction*	71.1%	Up from 70.2%	72.8%	69.1%
Percent of expenditures for teacher salaries*	66.1%	Up from 63.3%	63.5%	64.2%

\* Prior year audited financial data are reported.

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## Report of Principal and School Improvement Council

Pelham Road Elementary School, a National Blue Ribbon School of Excellence, Palmetto's Finest, and a school of traditional studies and technology, has achieved AYP– Adequate Yearly Progress—for five years. In order to reclaim our EXCELLENT Absolute rating that we received for four years on our state report card, we have redoubled our efforts at improving each child's achievement and continuously participating in professional training for our faculty and staff. We are grateful to have a student population representing 42 different countries and nationalities with 21 different languages spoken at home. In addition to having a multicultural learning environment, we are an outstanding school of technology. We have 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 Smartboards and computers in every classroom. We are proud of our 30 station computer lab and three wireless laptop labs. We are thrilled to have a STRONG volunteer program sponsored by our PTA and SIC. This year, we clocked in over 30,000 volunteer hours and are very indebted to our parents for their support in helping our students reach their potential. We are proud of our high quality faculty and their own educational achievements. Currently, 24 faculty members hold Masters Degrees and 5 others are working toward Masters Degrees. National Board Certification has been obtained by 12 of our faculty, and one faculty member is working on her PHD degree in administration and supervision. We provide individualized goal setting and progress measurement for our students through MAP testing – Measuring Academic Success. Strong integration of writing across the curriculum provides our students with a solid language arts foundation. Our mission, in partnership with the home and community, is to: Prepare; Respect; Enrich; and Succeed. We are proud to be ALLSTARS in "A Community of Learners."

Nancy Brantley, Principal  
Carol Rabinovitch, SIC Chair

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	43	115	73
Percent satisfied with learning environment	100.0%	88.7%	88.9%
Percent satisfied with social and physical environment	100.0%	82.5%	94.4%
Percent satisfied with school-home relations	100.0%	93.0%	82.4%

\* 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

NO

This school met 16 out of 20 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. Sanction: Implement the restructuring plan.
DELAY	<b>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."</b>
HOLD	<b>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."</b>

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.9%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	2.4%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	97.1%	94.0%	Yes

\* Or greater than last year

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## PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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## English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	342	99.1	11.9	26.6	49.8	11.6	71.8	52.4	48.2	Yes	Yes
<b>Gender</b>											
Male	185	98.9	15.7	27.9	47.1	9.3	65.7	46.1	41.7	N/A	N/A
Female	157	99.4	7.5	25.2	53.1	14.3	78.9	59.1	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	243	100	10.5	25.6	50.8	13	73.5	62.3	60	Yes	Yes
African American	45	95.6	15.8	36.8	44.7	2.6	63.2	31.7	31.7	I/S	Yes
Asian/Pacific Islander	25	100	9.5	19	52.4	19	81	74.9	70.4	I/S	I/S
Hispanic	21	95.2	33.3	40	20	6.7	40	36.7	38.4	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	58.7	47	I/S	I/S
<b>Disability Status</b>											
Disabled	73	95.9	29.4	30.9	33.8	5.9	48.5	20.3	16	No	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	25	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	31	100	28.6	33.3	28.6	9.5	57.1	36.1	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	71	97.2	28.3	38.3	28.3	5	41.7	34.3	34	Yes	Yes

## Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	342	100	13.7	32.9	24.5	28.9	63.4	49.5	45.8	Yes	Yes
<b>Gender</b>											
Male	185	100	14.9	33.9	22.4	28.7	60.3	49.9	45.6	N/A	N/A
Female	157	100	12.2	31.8	27	29.1	66.9	49	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	243	100	10.9	30.7	25.6	32.8	67.6	59.4	59	Yes	Yes
African American	45	100	22.5	50	17.5	10	40	27.2	26.9	No	Yes
Asian/Pacific Islander	25	100	9.5	23.8	28.6	38.1	85.7	75.3	71.3	I/S	I/S
Hispanic	21	100	43.8	43.8	6.3	6.3	18.8	37.4	38.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	52.4	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	73	100	32.4	39.4	14.1	14.1	38	20.1	17.1	No	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	30	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	31	100	28.6	38.1	14.3	19	47.6	38.4	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	71	100	38.7	45.2	12.9	3.2	24.2	32.2	31.4	No	Yes

\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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## PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
<b>Science</b>											
All Students	222	100	19.2	23.1	22.1	35.6	57.7	39.3	35.7	97.1	96.5
<b>Gender</b>											
Male	127	100	18.8	23.1	22.2	35.9	58.1	41.6	37.4	97	96.4
Female	95	100	19.8	23.1	22	35.2	57.1	36.9	33.8	97.2	96.6
<b>Racial/Ethnic Group</b>											
White	153	100	16	20.7	24	39.3	63.3	49.7	49.2	97.1	96.4
African American	30	100	30.8	26.9	15.4	26.9	42.3	18.2	17	97.2	96.4
Asian/Pacific Islander	19	100	12.5	25	25	37.5	62.5	60.9	58	97.6	97.7
Hispanic	14	100	45.5	36.4	9.1	9.1	18.2	23.7	24.9	96.3	96.9
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	34.2	37.4	95.6	95.3
<b>Disability Status</b>											
Disabled	44	100	47.6	21.4	16.7	14.3	31	16.3	14	96.1	95.5
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	20	21.9	N/A	96.4
<b>English Proficiency</b>											
Limited English Proficient	21	100	28.6	42.9	14.3	14.3	28.6	22.6	24.4	96.8	97.2
<b>Socio-Economic Status</b>											
Subsided meals	46	100	50	28.9	13.2	7.9	21.1	21.3	21.1	95.8	95.8
<b>Social Studies</b>											
All Students	224	100	17.7	26.3	23.9	32.1	56	38.1	34	97.1	96.5
<b>Gender</b>											
Male	114	100	15	24.3	20.6	40.2	60.7	41	36.6	97	96.4
Female	110	100	20.6	28.4	27.5	23.5	51	35	31.3	97.2	96.6
<b>Racial/Ethnic Group</b>											
White	159	100	14.1	23.7	26.3	35.9	62.2	46.1	44.5	97.1	96.4
African American	27	100	29.2	33.3	16.7	20.8	37.5	20.5	19.1	97.2	96.4
Asian/Pacific Islander	18	100	21.4	28.6	21.4	28.6	50	60.2	58.9	97.6	97.7
Hispanic	13	100	55.6	33.3	11.1	0	11.1	27.7	27.5	96.3	96.9
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	28.3	32.7	95.6	95.3
<b>Disability Status</b>											
Disabled	49	100	35.4	29.2	8.3	27.1	35.4	17.1	14.4	96.1	95.5
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	28.6	22.6	N/A	96.4
<b>English Proficiency</b>											
Limited English Proficient	22	100	46.2	30.8	23.1	0	23.1	27.6	27.3	96.8	97.2
<b>Socio-Economic Status</b>											
Subsided meals	46	100	43.9	29.3	17.1	9.8	26.8	22.8	21	95.8	95.8

\* Adj - 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

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*	
<b>English/Language Arts</b>									
<b>2007</b>	3	96	100	14.9	21.3	40.4	23.4	63.8	
	4	111	100	6.5	28.7	55.6	9.3	64.8	
	5	100	99	10.3	38.1	47.4	4.1	51.5	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	119	97.5	8	16.8	52.2	23	75.2	
	4	104	100	18.9	21.1	53.7	6.3	60	
	5	119	100	9.9	41.4	44.1	4.5	48.6	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
<b>Mathematics</b>									
<b>2007</b>	3	96	100	21.3	40.4	17	21.3	38.3	
	4	111	100	7.4	27.8	25.9	38.9	64.8	
	5	100	100	13.3	34.7	24.5	27.6	52	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	119	100	11.2	38.8	18.1	31.9	50	
	4	104	100	17.9	32.6	16.8	32.6	49.5	
	5	119	100	12.6	27	37.8	22.5	60.4	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
<b>Science</b>									
<b>2007</b>	3	47	100	28.3	30.4	19.6	21.7	41.3	
	4	111	100	12	34.3	25.9	27.8	53.7	
	5	51	100	18	24	24	34	58	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	58	100	12.3	24.6	22.8	40.4	63.2	
	4	104	100	26.3	27.4	21.1	25.3	46.3	
	5	60	100	14.3	14.3	23.2	48.2	71.4	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
<b>Social Studies</b>									
<b>2007</b>	3	49	100	10.4	33.3	35.4	20.8	56.3	
	4	111	100	9.3	28.7	34.3	27.8	62	
	5	49	100	31.3	35.4	14.6	18.8	33.3	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	61	100	8.5	28.8	28.8	33.9	62.7	
	4	104	100	22.1	25.3	21.1	31.6	52.6	
	5	59	100	20	25.5	23.6	30.9	54.5	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	

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