

Welcome Elementary

36 E. Welcome Rd.
Greenville, SC 29611

Grades	PK-5 Elementary School	
Enrollment	650 Students	
Principal	Christine L. Phillips	864-355-3900
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	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
2008	Below Average	At-Risk
2007	Below Average	At-Risk
2006	Below Average	At-Risk
2005	Average	At-Risk
2004	Average	Below Average

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

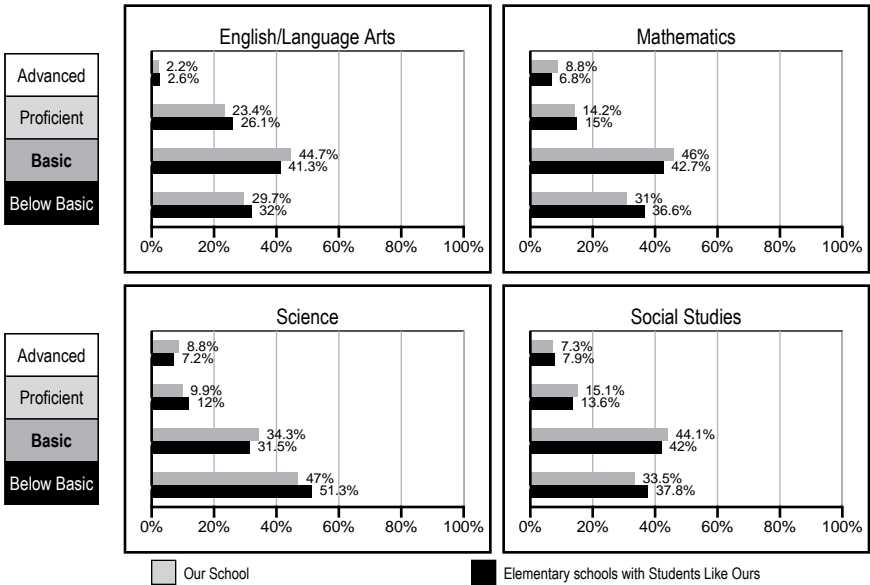
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 95.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	11	58	40

* 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
Students (n=650)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.0%	Down from 2.4%	3.1%	2.3%
Attendance rate	96.4%	Up from 95.9%	96.0%	96.3%
Eligible for gifted and talented	6.7%	Down from 7.3%	3.5%	10.4%
With disabilities other than speech	6.3%	Up from 6.2%	7.8%	7.5%
Older than usual for grade	0.8%	Down from 1.4%	1.2%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.2%	Down from 0.3%	0.0%	0.0%
Teachers (n=51)				
Teachers with advanced degrees	45.1%	Down from 47.8%	54.3%	56.7%
Continuing contract teachers	78.4%	Up from 76.1%	69.7%	77.3%
Teachers with emergency or provisional certificates	2.5%	Down from 2.8%	0.0%	0.0%
Teachers returning from previous year	85.9%	Down from 87.7%	83.1%	86.4%
Teacher attendance rate	96.1%	Up from 94.6%	95.0%	94.9%
Average teacher salary	\$41,751	Down 1.8%	\$43,876	\$45,345
Professional development days/teacher	12.2 days	Down from 14.3 days	13.4 days	12.6 days
School				
Principal's years at school	7.0	Up from 6.0	3.0	4.0
Student-teacher ratio in core subjects	18.5 to 1	Up from 17.8 to 1	16.6 to 1	18.5 to 1
Prime instructional time	91.4%	Up from 88.2%	89.3%	89.8%
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	Good	Up from Average	Excellent	Excellent
Dollars spent per pupil*	\$6,775	Down 0.4%	\$8,094	\$7,052
Percent of expenditures for instruction*	71.2%	Up from 70.5%	68.9%	69.1%
Percent of expenditures for teacher salaries*	67.7%	Up from 66.4%	62.3%	64.2%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Welcome provided many opportunities to students for academic acceleration. Class size in third, fourth, and fifth grades were reduced using Schoolwide Title I funds. Through state and local funding, kindergarten, first grade, and second grade class size was also reduced. An after-school program, funded through EAA and School-wide Title I, assisted students in third through fifth grades that needed additional help in raising test scores. Summer programs will be offered through School-wide Title I funds for school readiness and literacy immersion. Tutoring was provided through School-wide Title I funds for students who needed extra help. Welcome implemented the Early Reading Intervention program in grades kindergarten, first, and second. Classroom use of instructional technology continued to expand. Two computer labs provide students time with Odyssey Compass Learning software targeted to individual students' needs. Students at Welcome Elementary continue to make progress in achievement.

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 to promote the mastery of math skills. We continued implementation of Math Out of the Box, an inquiry-based math program, and provided ongoing professional development to support this. We continued to work with staff in fully implementing the Writing 6+1 Traits and 4-Block to further develop reading and ELA skills.

In order to improve our parent involvement, we updated our school website, sent home numerous flyers, brochures, and newsletters, and used the automated school messenger system. We improved public understanding of school-related issues through PTA meetings, parent trainings, and special events. Through Schoolwide 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. Parenting programs, such as National Parent Involvement Day, NCLB Bingo, and Lunch and Learn trainings, involved and informed parents at school.

All stakeholders continue to make academic success for all students as priority number one at Welcome Elementary and in the Welcome community!

David G. Wise, Principal
Letha Evatt, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	45	94	43
Percent satisfied with learning environment	91.1%	89.2%	92.9%
Percent satisfied with social and physical environment	93.3%	90.2%	88.1%
Percent satisfied with school-home relations	77.8%	91.4%	85.4%

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

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School Adequate Yearly Progress

NO

This school met 17 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

Newly Identified

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	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	1.9%	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	96.4%	94.0%	Yes

* Or greater than last year

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*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	312	99	29.2	45	23.6	2.2	35.8	52.4	48.2	No	Yes
Gender											
Male	173	98.8	31.4	41.7	25	1.9	36.5	46.1	41.7	N/A	N/A
Female	139	99.3	26.1	49.6	21.7	2.6	34.8	59.1	55	N/A	N/A
Racial/Ethnic Group											
White	100	99	22	42.9	28.6	6.6	46.2	62.3	60	Yes	Yes
African American	121	100	31.1	52.4	16.5	0	27.2	31.7	31.7	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	74.9	70.4	I/S	I/S
Hispanic	88	97.7	35.1	36.5	28.4	0	35.1	36.7	38.4	No	Yes
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	58.7	47	I/S	I/S
Disability Status											
Disabled	41	97.6	51.5	45.5	3	0	15.2	20.3	16	I/S	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	25	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	85	98.8	34.2	35.6	27.4	2.7	37	36.1	36.9	No	Yes
Socio-Economic Status											
Subsided meals	267	98.9	30	47.6	21.1	1.3	32.6	34.3	34	No	Yes

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

All Students	312	100	30.8	46.2	14.3	8.8	34.8	49.5	45.8	No	Yes
Gender											
Male	173	100	28.7	49	12.7	9.6	36.3	49.9	45.6	N/A	N/A
Female	139	100	33.6	42.2	16.4	7.8	32.8	49	45.9	N/A	N/A
Racial/Ethnic Group											
White	100	100	19.6	53.3	16.3	10.9	46.7	59.4	59	Yes	Yes
African American	121	100	38.8	41.7	14.6	4.9	26.2	27.2	26.9	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	75.3	71.3	I/S	I/S
Hispanic	88	100	33.3	42.7	12	12	33.3	37.4	38.1	No	Yes
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	52.4	46.2	I/S	I/S
Disability Status											
Disabled	41	100	52.9	41.2	5.9	0	8.8	20.1	17.1	I/S	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	30	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	85	100	35.1	39.2	12.2	13.5	33.8	38.4	38.7	No	Yes
Socio-Economic Status											
Subsided meals	267	100	33.2	47.6	10.9	8.3	31	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
Science											
All Students	203	100	46.7	34.4	10	8.9	18.9	39.3	35.7	96.4	96.5
Gender											
Male	116	100	41.9	36.2	9.5	12.4	21.9	41.6	37.4	96.3	96.4
Female	87	100	53.3	32	10.7	4	14.7	36.9	33.8	96.5	96.6
Racial/Ethnic Group											
White	63	100	35.6	42.4	8.5	13.6	22	49.7	49.2	95.4	96.4
African American	77	100	59.1	27.3	7.6	6.1	13.6	18.2	17	96.5	96.4
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	60.9	58	97	97.7
Hispanic	62	100	42.6	35.2	14.8	7.4	22.2	23.7	24.9	97.4	96.9
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	34.2	37.4	N/A	95.3
Disability Status											
Disabled	27	100	82.6	17.4	0	0	0	16.3	14	95.5	95.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	20	21.9	N/A	96.4
English Proficiency											
Limited English Proficient	60	100	43.4	34	15.1	7.5	22.6	22.6	24.4	97.5	97.2
Socio-Economic Status											
Subsided meals	174	100	49.7	31.8	8.6	9.9	18.5	21.3	21.1	96.3	95.8
Social Studies											
All Students	207	99	33.1	44.4	15.2	7.3	22.5	38.1	34	96.4	96.5
Gender											
Male	111	99.1	28.3	44.4	17.2	10.1	27.3	41	36.6	96.3	96.4
Female	96	99	39.2	44.3	12.7	3.8	16.5	35	31.3	96.5	96.6
Racial/Ethnic Group											
White	65	100	24.1	48.3	17.2	10.3	27.6	46.1	44.5	95.4	96.4
African American	75	100	38.5	50.8	10.8	0	10.8	20.5	19.1	96.5	96.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	60.2	58.9	97	97.7
Hispanic	64	96.9	34.6	34.6	17.3	13.5	30.8	27.7	27.5	97.4	96.9
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	28.3	32.7	N/A	95.3
Disability Status											
Disabled	29	100	36.4	54.5	9.1	0	9.1	17.1	14.4	95.5	95.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	28.6	22.6	N/A	96.4
English Proficiency											
Limited English Proficient	60	98.3	34	32	20	14	34	27.6	27.3	97.5	97.2
Socio-Economic Status											
Subsided meals	177	98.9	35.6	43	14.1	7.4	21.5	22.8	21	96.3	95.8

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

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PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	100	98	19.8	34.9	40.7	4.7	45.3
	4	96	97.9	29.6	47.7	23.5	1.2	24.7
	5	91	100	25.6	47.4	25.6	1.3	26.9
	6	N/A	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
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	107	100	18.6	50.5	26.8	4.1	30.9
	4	98	99	31.8	41.2	25.9	1.2	27.1
	5	107	98.1	38.2	42.7	18	1.1	19.1
	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
Mathematics								
2007	3	100	98	21.2	55.3	17.6	5.9	23.5
	4	96	97.9	28.4	48.1	16	7.4	23.5
	5	91	100	20.5	59	14.1	6.4	20.5
	6	N/A	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
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	107	100	34	51.5	6.2	8.2	14.4
	4	98	100	25.6	44.2	20.9	9.3	30.2
	5	107	100	32.2	42.2	16.7	8.9	25.6
	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
Science								
2007	3	52	100	38.6	45.5	11.4	4.5	15.9
	4	96	97.9	55.6	27.2	11.1	6.2	17.3
	5	45	100	60	25.7	11.4	2.9	14.3
	6	N/A	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
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	53	100	50	31.3	12.5	6.3	18.8
	4	98	100	45.3	39.5	12.8	2.3	15.1
	5	52	100	45.7	28.3	2.2	23.9	26.1
	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
Social Studies								
2007	3	48	95.8	11.6	41.9	30.2	16.3	46.5
	4	96	95.8	43.8	32.5	18.8	5	23.8
	5	46	97.8	45.2	23.8	19	11.9	31
	6	N/A	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
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	54	100	8.2	55.1	22.4	14.3	36.7
	4	98	99	31.8	44.7	16.5	7.1	23.5
	5	55	98.2	63.6	31.8	4.5	0	4.5
	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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