



## Welcome Elementary

36 E. Welcome Rd.  
Greenville, SC 29611

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	657 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 2009 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Average</b>	<b>Average</b>
2008	Below Average	At-Risk
2007	Below Average	At-Risk
2006	Below Average	At-Risk
2005	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**

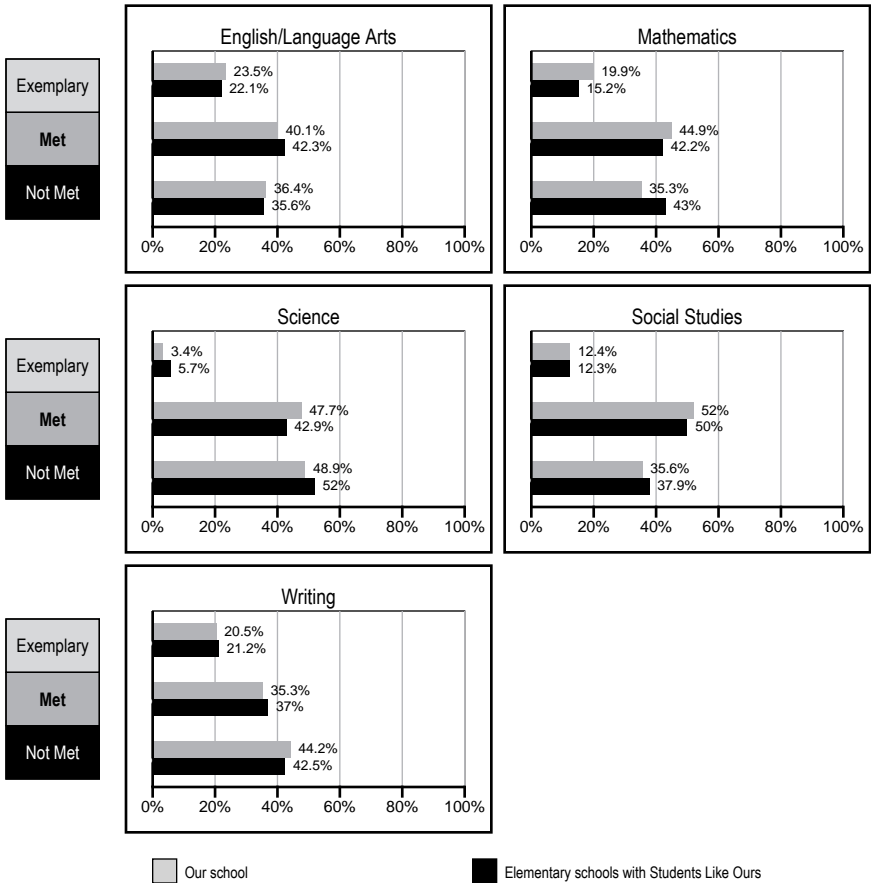
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 97.6%

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

Excellent	Good	Average	Below Average	At-Risk
1	3	70	64	32

\* Ratings are calculated with data available by 06/01/2010.

**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=657)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.9%	Down from 2.0%	2.5%	1.9%
Attendance rate	96.4%	No Change	96.0%	96.3%
Eligible for gifted and talented	6.6%	Down from 6.7%	3.3%	10.0%
With disabilities other than speech	6.4%	Up from 6.3%	7.5%	7.7%
Older than usual for grade	0.2%	Down from 0.8%	1.1%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.2%	0.0%	0.0%
<b>Teachers (n=48)</b>				
Teachers with advanced degrees	52.1%	Up from 45.1%	57.1%	59.4%
Continuing contract teachers	77.1%	Down from 78.4%	71.4%	80.0%
Teachers with emergency or provisional certificates	2.3%	Down from 2.5%	0.0%	0.0%
Teachers returning from previous year	87.8%	Up from 85.9%	82.0%	85.9%
Teacher attendance rate	95.5%	Down from 96.1%	95.2%	95.1%
Average teacher salary*	\$43,628	Up 4.5%	\$45,725	\$47,149
Professional development days/teacher	10.2 days	Down from 12.2 days	10.7 days	11.1 days
<b>School</b>				
Principal's years at school	1.0	Down from 7.0	3.0	4.0
Student-teacher ratio in core subjects	17.3 to 1	Down from 18.5 to 1	16.7 to 1	18.8 to 1
Prime instructional time	91.2%	Down from 91.4%	90.1%	90.4%
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	Average	Down from Good	Excellent	Excellent
Dollars spent per pupil**	\$7,089	Up 4.6%	\$8,624	\$7,458
Percent of expenditures for instruction**	71.9%	Up from 71.2%	68.2%	68.8%
Percent of expenditures for teacher salaries**	68.1%	Up from 67.7%	62.0%	63.2%

\* 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

Welcome Elementary continued to provide many opportunities to students for academic success. Class sizes in third, fourth, and fifth grades were reduced using School-wide Title I funds. Through state and local funding, kindergarten, first grade, and second grade class sizes were also reduced. Before- and after-school programs, funded through EAA and School-wide Title I, offered students in third through fifth grades academic assistance and acceleration. Welcome implemented the Response to Intervention reading program and Fast ForWord computer intervention program at all grade levels. Instructional technology continued to expand with offerings in two computer labs for CompassLearning Odyssey software targeted at students' individual academic needs. 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. We continued the implementation of Math Out of the Box, an inquiry-based math program, and provided ongoing professional development to support this program. Other professional development opportunities included 4-Block balanced literacy, Learning Focus strategies, Quality Tools, technology updates, and Tools 4 Literacy.

In order to improve our parent involvement, we updated our school website, instituted "Take-Home Tuesdays" for all teacher-student-parent communications, sent home Principal's and School-wide Title I newsletters, and used the automated school messenger for upcoming dates and important information. 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 Home Health and Nutrition, How to Apply for Medicaid, and Dental Health were offered. 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, we believe Every Child is a Star!

Christine L. Phillips, Principal  
Letha Evatt, SIC Chair

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	29	99	87
Percent satisfied with learning environment	86.2%	85.9%	82.6%
Percent satisfied with social and physical environment	93.1%	93.9%	85.1%
Percent satisfied with school-home relations	69.0%	86.9%	73.8%

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

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**School Adequate Yearly Progress**

YES

This school met 25 out of 25 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**

NI-DELAY

**School Improvement Key**

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>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."

**Teacher Quality and Student Attendance**

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	1.8%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.0%	5.8%

	<b>Our School</b>	<b>State Objective</b>	<b>Met State Objective</b>
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

**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	313	100	36.4	40.1	23.5	76.8	84	82.8	Yes	Yes
<b>Gender</b>										
Male	169	100	40.7	39.3	20	72.7	80.8	79.3	N/A	N/A
Female	144	100	31.1	41	27.9	82	87.4	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	98	100	31	44	25	81	89.5	89.5	Yes	Yes
African American	123	100	36.5	38.5	25	77.9	72.7	73.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	93	92.3	I/S	I/S
Hispanic	89	100	43.2	38.3	18.5	70.4	74.8	76.5	Yes	Yes
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	91.2	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	31	100	69.2	23.1	7.7	38.5	52.5	52	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	86	100	44.3	35.4	20.3	69.6	74.5	75.1	Yes	Yes
<b>Socio-Economic Status</b>										
Subsided meals	265	100	39.7	39.7	20.5	74.7	74.4	75.5	Yes	Yes

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

All Students	313	100	35.3	44.9	19.9	76.8	80.9	78.9	Yes	Yes
<b>Gender</b>										
Male	169	100	34	49.3	16.7	79.3	79.6	77	N/A	N/A
Female	144	100	36.9	39.3	23.8	73.8	82.2	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	98	100	29.8	45.2	25	82.1	87	87.2	Yes	Yes
African American	123	100	40.4	42.3	17.3	72.1	66.3	66.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	94.3	93	I/S	I/S
Hispanic	89	100	34.6	48.1	17.3	76.5	75.3	76	Yes	Yes
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	86.8	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	31	100	65.4	23.1	11.5	42.3	48.1	45.5	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	86	100	34.2	46.8	19	75.9	76.2	76.1	Yes	Yes
<b>Socio-Economic Status</b>										
Subsided meals	265	100	37.1	45.4	17.5	74.7	70.5	70.2	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	205	99.5	48.9	47.7	3.4	51.1	71.3	67.5
<b>Gender</b>								
Male	114	100	46	50	4	54	70.8	67
Female	91	98.9	52.6	44.7	2.6	47.4	71.8	68
<b>Racial/Ethnic Group</b>								
White	68	100	38.6	56.1	5.3	61.4	79.5	79.5
African American	78	100	51.5	45.5	3	48.5	53	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	86.9	84.3
Hispanic	58	98.3	55.8	42.3	1.9	44.2	61.1	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	88.4	71.2
<b>Disability Status</b>								
Disabled	19	100	53.3	40	6.7	46.7	39.1	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
<b>English Proficiency</b>								
Limited English Proficient	56	98.2	N/AV	N/AV	N/AV	45.1	60.4	59.6
<b>Socio-Economic Status</b>								
Subsided meals	169	99.4	52.4	46.2	1.4	47.6	57.5	55.1
<b>Social Studies</b>								
All Students	201	99.5	35.2	52.3	12.5	64.8	75.7	72.3
<b>Gender</b>								
Male	113	99.1	34.7	57.4	7.9	65.3	75.1	71.5
Female	88	100	36	45.3	18.7	64	76.3	73.2
<b>Racial/Ethnic Group</b>								
White	71	98.6	35.6	54.2	10.2	64.4	81.7	80.7
African American	79	100	31.9	56.5	11.6	68.1	61.5	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	88	88.5
Hispanic	49	100	41.3	43.5	15.2	58.7	69	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	78	72.2
<b>Disability Status</b>								
Disabled	21	100	66.7	27.8	5.6	33.3	47.5	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
<b>English Proficiency</b>								
Limited English Proficient	51	100	41.7	41.7	16.7	58.3	69	67.9
<b>Socio-Economic Status</b>								
Subsided meals	172	99.4	37.1	53	9.9	62.9	63.9	62.1

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	319	99.4	44	35.5	20.6	56	72.9	70.2	96.4	96.5
<b>Gender</b>										
Male	171	98.8	51.9	33.8	14.3	48.1	66.4	63.2	96.4	96.4
Female	148	100	34.4	37.5	28.1	65.6	79.7	77.5	96.5	96.5
<b>Racial/Ethnic Group</b>										
White	97	99	38.8	35.3	25.9	61.2	80.5	79.1	95.5	96.3
African American	125	99.2	46.3	34.3	19.4	53.7	57.1	57.6	96.6	96.5
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	87.3	86.2	97	97.6
Hispanic	94	100	47.7	37.2	15.1	52.3	61.3	62.6	97.3	96.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	71.8	68.7	N/A	95.2
<b>Disability Status</b>										
Disabled	29	100	76.9	15.4	7.7	23.1	28.4	26.1	95.8	95.4
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	92.4
<b>English Proficiency</b>										
Limited English Proficient	91	100	47.6	35.7	16.7	52.4	60.5	61.2	97.5	97.2
<b>Socio-Economic Status</b>										
Subsided meals	271	99.3	48.1	34.3	17.6	51.9	58.8	58.9	96.4	95.8

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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>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>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>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>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

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