



Welcome Elementary School

36 E. Welcome Rd.
Greenville, SC 29611

Grades	K-5 Elementary School	
Enrollment	637 Students	
Principal	Christine L. Phillips	864-355-3900
Superintendent	Mr. Burke Royster	864-355-3100
Board Chair	Mr. Roger Meek	864-233-8587

THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2012	Average	Good
2011	Average	Average
2010	Average	Average
2009	Average	Average
2008	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 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.

<http://ed.sc.gov>
<http://www.eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2011-12 whose 2010-11 test scores were located

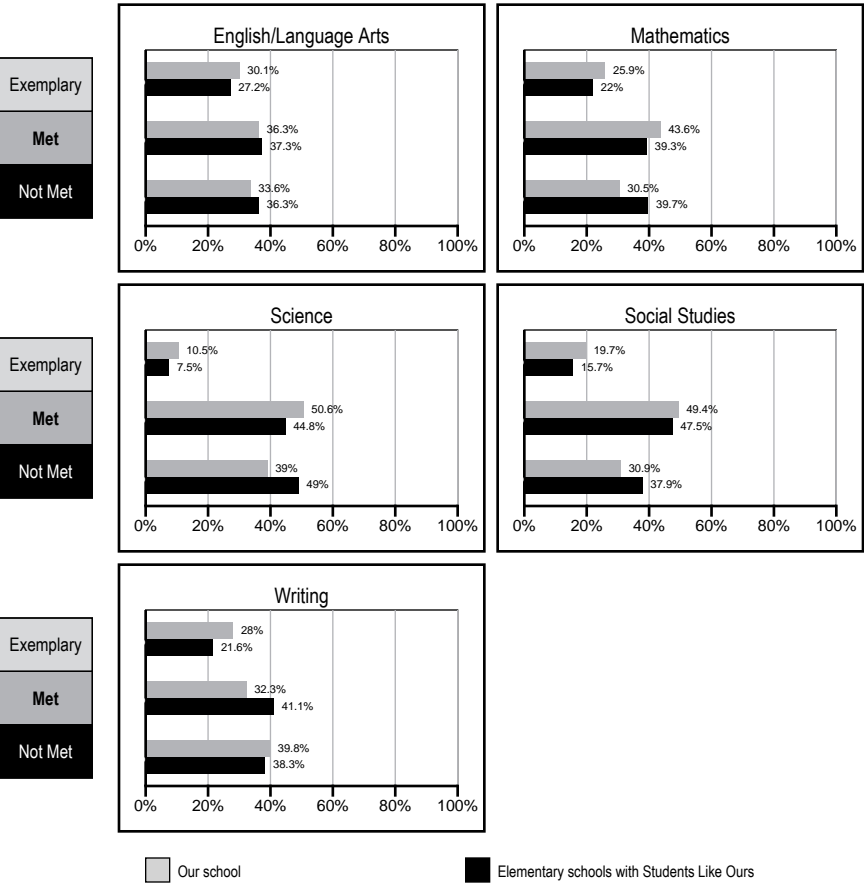
98.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	10	83	47	19

* Ratings are calculated with data available by 11/07/2012.

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
Students (n=637)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.9%	Up from 0.8%	1.3%	1.0%
Attendance rate	96.8%	Up from 96.3%	96.3%	96.6%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.4%	Up from 0.0%	0.0%	0.0%
Teachers (n=47)				
Teachers with advanced degrees	66.0%	Up from 61.9%	62.5%	63.0%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	85.5%	Up from 84.7%	85.4%	88.7%
Teacher attendance rate	95.6%	Down from 96.4%	95.4%	95.1%
Average teacher salary*	\$44,559	Down 0.5%	\$45,018	\$47,210
Professional development days/teacher	14.2 days	Down from 16.6 days	9.7 days	10.5 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	17.5 to 1	Down from 19.1 to 1	18.0 to 1	20.0 to 1
Prime instructional time	91.1%	Up from 90.8%	90.7%	90.5%
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	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,622	Down 4.8%	\$8,384	\$7,247
Percent of expenditures for instruction**	68.5%	Down from 71.0%	66.1%	68.2%
Percent of expenditures for teacher salaries**	66.8%	Down from 68.7%	62.9%	65.7%

* 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 funding, first grade class sizes were also reduced. A before- school "Breakfast Club" program funded School-wide Title I offered students in second through fifth grades academic assistance and acceleration. Welcome implemented the Response to Intervention reading program in kindergarten and first 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, glog, and document their research with flip video cameras. Several virtual field trips were experienced including trips to Ellis Island, the Smithsonian Institute, and a botanical garden. Promethean Boards were used in all classrooms to engage students in their own learning. Positive Behavior Intervention Supports (PBIS) were put into place to bring about positive discipline and reinforcements in our school. 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. Teachers were trained in hands-on math partnering and student engagement through games. 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 consistently updated providing parents with timely information and students in action. "Take-Home Mondays" for all teacher-student-parent communications were an expectation as well as sending home newsletters from classroom teachers, the principal, and Title I. 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 Games Night, Showcase of Talent, and the Christmas music program. A number of School-wide Title I funded parent meetings on topics such as Homework Help for your Child, Disciplining with Love, Home Health and Nutrition, How to Apply for Medicaid, and Dental Health were offered. Literacy events were targeted specifically for primary 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	98	81
Percent satisfied with learning environment	96.6%	93.9%	88.6%
Percent satisfied with social and physical environment	93.1%	92.8%	79.7%
Percent satisfied with school-home relations	82.8%	92.9%	86.4%

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

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ESEA/Federal Accountability Rating System

In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/eSEA/> or request this information from your child's district or school.

Overall Weighted Points Total	98.3
Overall Grade Conversion	A

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Welcome Elementary School school has been designated as a:

- ☒ Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- ☐ Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- ☐ Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- ☐ Title I Priority School – one of the 5% lowest performing Title I schools.
- ☐ Title I School – does not qualify as Reward, Focus or Priority School.
- ☐ Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.1%	2.6%
Classes in high poverty schools not taught by highly qualified teachers	3.2%	5.1%

	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

Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 3-5						
All Students	642.9	641.3	613.8	626.7	100.0	100.0
Male	640.8	644.3	619.1	630.3	100.0	100.0
Female	645.1	638.1	608.5	622.7	100.0	100.0
White	662.4	658.4	634.3	633.8	100.0	100.0
African American	636.4	631.5	602.5	622.6	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	636.0	640.0	612.4	626.3	100.0	100.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	608.8	604.3	591.4	598.0	100.0	100.0
Limited English Proficient	635.1	639.4	611.7	625.5	100.0	100.0
Subsidized meals	640.3	639.3	610.6	626.0	100.0	100.0
Annual Measurable Objective (AMO)	630.0	630.0	630.0	630.0	95.0	95.0

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2011	3	98	100	26.9	33.3	39.8	73.1
	4	92	100	46.4	29.8	23.8	53.6
	5	107	100	31	47	22	69
	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
2012	3	88	100	39.5	22.4	38.2	60.5
	4	99	100	26.4	47.3	26.4	73.6
	5	103	100	35.9	37	27.2	64.1
	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
Mathematics							
2011	3	98	100	32.3	32.3	35.5	67.7
	4	92	100	33.3	35.7	31	66.7
	5	107	100	34	42	24	66
	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
2012	3	88	100	46.1	34.2	19.7	53.9
	4	99	100	19.8	47.3	33	80.2
	5	103	100	28.3	47.8	23.9	71.7
	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
Science							
2011	3	52	100	47.9	39.6	12.5	52.1
	4	92	100	52.9	42.4	4.7	47.1
	5	54	100	49	47.1	3.9	51
	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
2012	3	44	100	54.1	37.8	8.1	45.9
	4	99	100	38.5	56	5.5	61.5
	5	53	100	29.8	48.9	21.3	70.2
	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

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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Social Studies

2011	3	46	100	33.3	48.9	17.8	66.7
	4	92	100	44.7	35.3	20	55.3
	5	53	100	40.8	32.7	26.5	59.2
	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
2012	3	44	100	41.5	48.8	9.8	58.5
	4	99	100	19.8	61.5	18.7	80.2
	5	50	100	43.5	26.1	30.4	56.5
	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

Writing

2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	106	100	36	39	25	64
	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
2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	104	100	39.8	32.3	28	60.2
	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

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