



Pelham Road Elementary

100 All Star Way
Greenville, South Carolina

Grades	K-5 Elementary School	
Enrollment	627 Students	
Principal	Nancy M. Brantley	864-355-7600
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	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
2009	Excellent	Excellent*
2008	Good	Below Average
2007	Good	Below Average
2006	Excellent	Good
2005	Excellent	Good

* The School's 2009 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

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

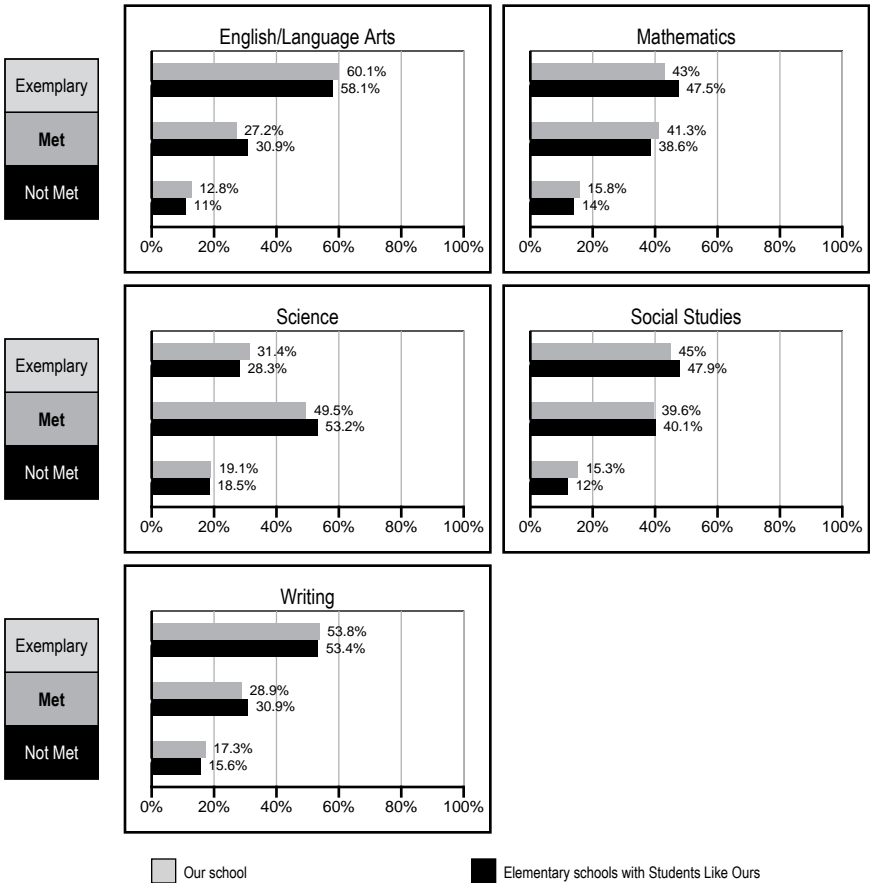
95.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
22	1	2	0	0

* 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
Students (n=627)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.6%	Up from 2.3%	1.1%	1.9%
Attendance rate	96.9%	Down from 97.1%	96.7%	96.3%
Eligible for gifted and talented	27.9%	Down from 30.8%	26.1%	10.0%
With disabilities other than speech	12.6%	Up from 12.3%	5.8%	7.7%
Older than usual for grade	0.6%	Up from 0.4%	0.1%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=40)				
Teachers with advanced degrees	70.0%	Up from 56.1%	65.2%	59.4%
Continuing contract teachers	87.5%	Down from 90.2%	81.6%	80.0%
Teachers with emergency or provisional certificates	2.9%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	92.4%	Down from 95.8%	87.5%	85.9%
Teacher attendance rate	95.6%	Down from 96.8%	95.0%	95.1%
Average teacher salary*	\$48,244	Up 2.0%	\$48,244	\$47,149
Professional development days/teacher	6.5 days	Down from 7.0 days	10.7 days	11.1 days
School				
Principal's years at school	12.0	Up from 11.0	5.0	4.0
Student-teacher ratio in core subjects	19.8 to 1	Down from 21.3 to 1	19.3 to 1	18.8 to 1
Prime instructional time	91.6%	Down from 92.7%	90.5%	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	Good	Up from Average	Excellent	Excellent
Dollars spent per pupil**	\$6,342	Up 6.4%	\$6,947	\$7,458
Percent of expenditures for instruction**	69.8%	Down from 71.1%	74.1%	68.8%
Percent of expenditures for teacher salaries**	67.0%	Up from 66.1%	68.8%	63.2%

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

Pelham Road Elementary School is a unique blend of traditional studies and technology in a delightful, child-friendly setting. Our motto, "A community for Learning," is quite evident with our outstanding volunteer program. This past year our very active PTA applied for and won the coveted and prestigious Parent Involvement National PTA School of Excellence Award. Also, we have an involved SIC board whose main job is to make sure that we are keeping on task as we teach the state standards and to serve as an advisory body to the school's principal and faculty. Because of the outstanding diversity of our communities representing forty nationalities/countries and twenty-one languages spoken in our homes, Pelham Road Elementary is definitely the epitome of "A Place Called School" by being a microcosm of the real world and a "Little United Nations."

We are proud of the educational achievements of our faculty and staff. Currently, 22 faculty members hold Masters Degrees (58%), and 5 others are working towards this degree. Others have obtained the Masters + 30 hours to further their education. Ten of our teachers have received National Board Certification, and two other teachers have just sent in their application toward that award. One of our teachers is working on her PhD in Administration and Supervision. Our faculty is deeply committed to improving each child's achievement and continuously participates in staff training. We provide students individualized goal setting and progress measurement through MAP testing in the fall and spring. Strong integration of writing across the curriculum provides students with a solid language arts foundation. This spring we received notice that we won the state Exemplary Writing Award. During this year of study, we were associated with the outstanding Project Write sponsored by the Upstate Writing Project at Clemson University. Because of our principal's participation and support of this program, she was named the Upstate Writing Project 2009 Principal of the Year.

We also like to boast about our After School Program. It provides a safe and stimulating after-school care which gives our students help with their homework, additional classes in art, music, physical education, and computer time. We have over 100 students who are enrolled in this program, and there is a long waiting list. Two of our teachers run this program and hire other teachers and older teenagers to work in our after-school care program.

Our mission, in partnership with the home and community, is to PREPARE, RESPECT, ENRICH, AND SUCCEED. We will continue to move forward, working to the best of our ability to maintain the excellence service that we provide for our students and community. We are indeed proud to be "A Community of Learners."

Shounda Foster and Andy Anderson, SIC Co-Chairs
Nancy Brantley, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	43	100	58
Percent satisfied with learning environment	100.0%	96.0%	94.8%
Percent satisfied with social and physical environment	100.0%	94.9%	98.3%
Percent satisfied with school-home relations	100.0%	96.9%	94.8%

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

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

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	1.8%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.9%	94.0%*	Yes

* Or greater than last year

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*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)										
All Students	309	100	12.8	27.2	60.1	91.9	84	82.8	Yes	Yes
Gender										
Male	175	100	15.4	26.6	58	90.5	80.8	79.3	N/A	N/A
Female	134	100	9.3	27.9	62.8	93.8	87.4	86.5	N/A	N/A
Racial/Ethnic Group										
White	218	100	12	24.4	63.6	92.8	89.5	89.5	Yes	Yes
African American	48	100	14.9	34	51.1	87.2	72.7	73.7	Yes	Yes
Asian/Pacific Islander	15	100	N/AV	N/AV	N/AV	100	93	92.3	I/S	I/S
Hispanic	23	100	27.3	45.5	27.3	86.4	74.8	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	91.2	82.5	I/S	I/S
Disability Status										
Disabled	58	100	40.4	33.3	26.3	71.9	52.5	52	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	29	100	17.9	39.3	42.9	92.9	74.5	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	81	100	28.4	39.2	32.4	78.4	74.4	75.5	Yes	Yes
Mathematics - State Performance Objective = 57.8% (Met or Exemplary)										
All Students	309	99.7	15.5	41.4	43.1	87.9	80.9	78.9	Yes	Yes
Gender										
Male	175	99.4	16.7	38.7	44.6	86.3	79.6	77	N/A	N/A
Female	134	100	14	45	41.1	89.9	82.2	80.9	N/A	N/A
Racial/Ethnic Group										
White	218	100	12.4	41.6	45.9	90	87	87.2	Yes	Yes
African American	48	97.9	30.4	41.3	28.3	76.1	66.3	66.7	Yes	Yes
Asian/Pacific Islander	15	100	N/AV	N/AV	N/AV	100	94.3	93	I/S	I/S
Hispanic	23	100	27.3	50	22.7	81.8	75.3	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	86.8	79.5	I/S	I/S
Disability Status										
Disabled	58	98.3	48.2	33.9	17.9	57.1	48.1	45.5	SWD	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	29	100	21.4	50	28.6	89.3	76.2	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	81	98.8	38.4	49.3	12.3	69.9	70.5	70.2	Yes	Yes

* 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

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
Science								
All Students	211	99.5	18.7	49.8	31.5	81.3	71.3	67.5
Gender								
Male	126	99.2	18.2	43.8	38	81.8	70.8	67
Female	85	100	19.5	58.5	22	80.5	71.8	68
Racial/Ethnic Group								
White	152	100	15.8	48.6	35.6	84.2	79.5	79.5
African American	31	96.8	30	50	20	70	53	50.3
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	86.9	84.3
Hispanic	17	100	37.5	56.3	6.3	62.5	61.1	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	88.4	71.2
Disability Status								
Disabled	42	97.6	47.5	37.5	15	52.5	39.1	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	19	100	33.3	50	16.7	66.7	60.4	59.6
Socio-Economic Status								
Subsided meals	56	98.2	40	48	12	60	57.5	55.1
Social Studies								
All Students	210	99.5	14.9	39.6	45.5	85.1	75.7	72.3
Gender								
Male	118	99.2	14.9	35.1	50	85.1	75.1	71.5
Female	92	100	14.8	45.5	39.8	85.2	76.3	73.2
Racial/Ethnic Group								
White	143	100	12.3	37.7	50	87.7	81.7	80.7
African American	35	97.1	24.2	45.5	30.3	75.8	61.5	60
Asian/Pacific Islander	11	100	N/AV	N/AV	N/AV	100	88	88.5
Hispanic	17	100	31.3	43.8	25	68.8	69	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	78	72.2
Disability Status								
Disabled	38	97.4	43.2	35.1	21.6	56.8	47.5	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	21	100	14.3	52.4	33.3	85.7	69	67.9
Socio-Economic Status								
Subsided meals	58	98.3	34	54.7	11.3	66	63.9	62.1

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
Writing										
All Students	310	100	17.3	28.9	53.8	82.7	72.9	70.2	96.9	96.5
Gender										
Male	175	100	21.2	33.5	45.3	78.8	66.4	63.2	96.8	96.4
Female	135	100	12.2	22.9	64.9	87.8	79.7	77.5	97	96.5
Racial/Ethnic Group										
White	216	100	14.4	27.3	58.4	85.6	80.5	79.1	96.8	96.3
African American	50	100	28.6	32.7	38.8	71.4	57.1	57.6	97.2	96.5
Asian/Pacific Islander	16	100	N/AV	N/AV	N/AV	100	87.3	86.2	97.5	97.6
Hispanic	23	100	31.8	45.5	22.7	68.2	61.3	62.6	96.8	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
Disability Status										
Disabled	52	100	51.9	28.8	19.2	48.1	28.4	26.1	95.9	95.4
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	92.4
English Proficiency										
Limited English Proficient	30	100	20.7	44.8	34.5	79.3	60.5	61.2	96.9	97.2
Socio-Economic Status										
Subsided meals	81	100	38.7	37.3	24	61.3	58.8	58.9	96.1	95.8

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 Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	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
Mathematics							
2009	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
Science							
2009	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
Social Studies							
2009	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
Writing							
2009	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

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample