



PELHAM ROAD ELEMENTARY

100 All Star Way
Greenville, South Carolina

Grades	K-5 Elementary School	
Enrollment	642 Students	
Principal	W. LaVelle McCray	864-355-7600
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Roger Meek	864-233-8587

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Excellent	Excellent
2010	Excellent	Excellent
2009	Excellent	Excellent
2008	Good	Below Average
2007	Good	Below Average

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://eoc.sc.gov>

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

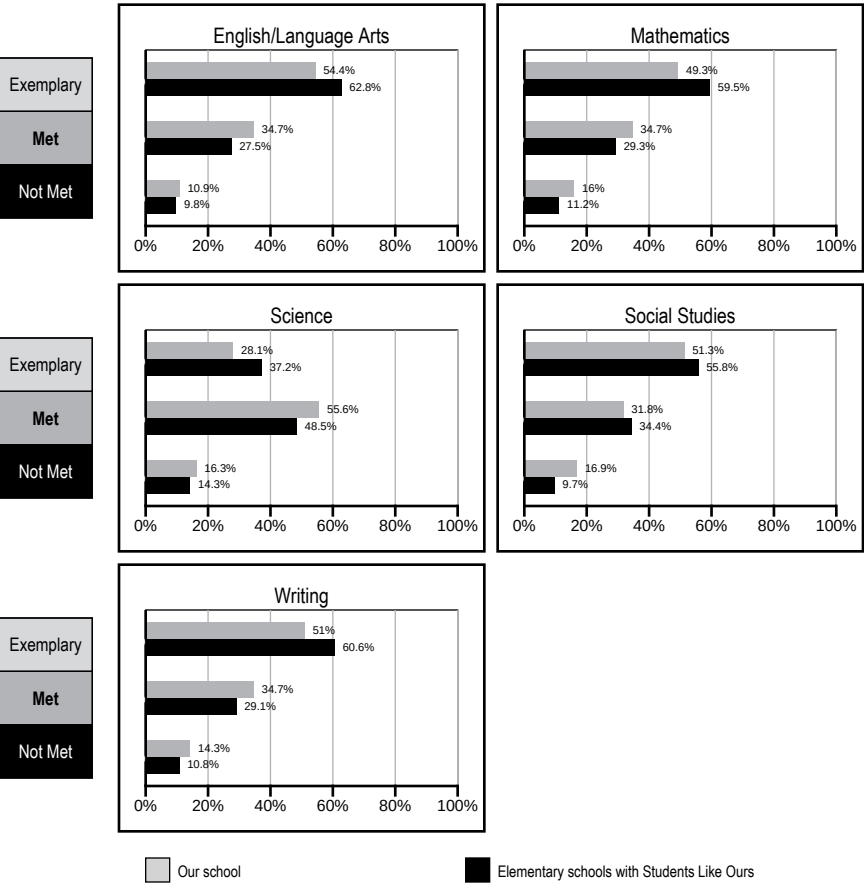
Percent of students tested in 2010-11 whose 2009-10 test scores were located
 93.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

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

* Ratings are calculated with data available by 11/09/2011.

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=642)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.7%	Up from 1.4%	0.5%	1.1%
Attendance rate	96.9%	Up from 96.8%	96.7%	96.2%
Served by gifted and talented program	32.6%	Up from 31.5%	32.3%	13.4%
With disabilities other than speech	6.0%	Down from 12.4%	2.9%	4.1%
Older than usual for grade	0.0%	Down from 0.2%	0.0%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=36)				
Teachers with advanced degrees	75.0%	Up from 73.7%	68.3%	62.5%
Continuing contract teachers	94.4%	Up from 89.5%	92.1%	88.2%
Teachers returning from previous year	91.0%	Down from 91.8%	89.9%	87.8%
Teacher attendance rate	94.1%	Down from 97.4%	95.4%	95.2%
Average teacher salary*	\$49,742	Up 1.1%	\$48,786	\$46,773
Professional development days/teacher	10.4 days	Up from 10.1 days	10.6 days	10.5 days
School				
Principal's years at school	1.0	Down from 12.0	5.0	4.0
Student-teacher ratio in core subjects	21.8 to 1	Up from 21.1 to 1	21.2 to 1	19.9 to 1
Prime instructional time	91.4%	Down from 94.0%	91.3%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.8%	Down from 100.0%	100.0%	100.0%
Character development program	Average	Up from Below Average	Excellent	Excellent
Dollars spent per pupil**	\$6,477	Down 5.6%	\$6,853	\$7,447
Percent of expenditures for instruction**	67.8%	Down from 69.6%	69.6%	68.4%
Percent of expenditures for teacher salaries**	66.9%	Down from 67.0%	68.5%	65.8%

* 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 PTA and SIC gave 21,934 volunteer hours to tutor, assist with field trips, computer and science labs, and help with special program such our International Day. Also our SIC Board is comprised of active members who keep us 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, 27 faculty members hold Master Degrees. Others have obtained the Masters + 30 hours to further their education. Ten of our teachers have received National Board Certification, and one teacher just recently took her test. 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. We are an Exemplary Writing School and recipient of the Red Carpet Award.

We are very proud of our After School Program. It provides a safe and stimulating after-school care which gives our students help with homework, additional classes in art, music, physical education, and computer time. We have over 125 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. We are proud that many of our former PRES high school students help us with this unique 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."

Manuel Torres, SIC Chair person
 W. LaVelle McCray, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	38	88	57
Percent satisfied with learning environment	100.0%	96.6%	82.1%
Percent satisfied with social and physical environment	100.0%	89.8%	96.4%
Percent satisfied with school-home relations	100.0%	94.3%	87.5%

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

School Adequate Yearly Progress	NO
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This school met 18 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	
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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	1.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.1%	4.4%

	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

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 = 79.4% (Met or Exemplary)

All Students	306	100	10.9	34.7	54.4	93.2	84.1	82.4	Yes	Yes
Gender										
Male	157	100	11.7	38.3	50	92.2	80.8	78.7	N/A	N/A
Female	149	100	10	30.7	59.3	94.3	87.7	86.2	N/A	N/A
Racial/Ethnic Group										
White	216	100	6.7	30.6	62.7	96.2	89.7	88.9	Yes	Yes
African American	49	100	19.1	53.2	27.7	87.2	72.2	72.9	Yes	Yes
Asian/Pacific Islander	15	100	14.3	35.7	50	92.9	93.3	93	I/S	I/S
Hispanic	24	100	27.3	36.4	36.4	81.8	79.2	79.3	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	83.8	83	I/S	I/S
Disability Status										
Disabled	48	100	41.3	39.1	19.6	67.4	48.6	48.1	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	29	100	20.7	44.8	34.5	86.2	79.3	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	70	100	26.5	44.1	29.4	82.4	75.7	75.4	Yes	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	306	100	16	34.7	49.3	91.8	84.4	81.9	Yes	Yes
Gender										
Male	157	100	16.2	32.5	51.3	90.3	82.9	79.9	N/A	N/A
Female	149	100	15.7	37.1	47.1	93.6	86.1	84.1	N/A	N/A
Racial/Ethnic Group										
White	216	100	10.5	31.1	58.4	95.7	89.4	88.9	Yes	Yes
African American	49	100	40.4	46.8	12.8	72.3	72	71.4	No	Yes
Asian/Pacific Islander	15	100	14.3	14.3	71.4	100	95.6	94.6	I/S	I/S
Hispanic	24	100	13.6	59.1	27.3	95.5	82.7	81.1	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	86.3	84.4	I/S	I/S
Disability Status										
Disabled	48	100	60.9	26.1	13	58.7	47.1	47.3	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	29	100	13.8	41.4	44.8	89.7	83.6	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	70	100	32.4	44.1	23.5	82.4	76.5	74.9	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
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Science

All Students	202	99	15.9	55.9	28.2	84.1	71.6	68.6
Gender								
Male	101	98	13.4	57.7	28.9	86.6	71.4	68.3
Female	101	100	18.4	54.1	27.6	81.6	71.9	68.9
Racial/Ethnic Group								
White	146	99.3	8.5	59.2	32.4	91.5	81	80.7
African American	30	100	41.4	44.8	13.8	58.6	52.3	51.4
Asian/Pacific Islander	12	100	18.2	63.6	18.2	81.8	85.1	85.3
Hispanic	13	92.3	41.7	41.7	16.7	58.3	61.4	61.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	76.8	70.8
Disability Status								
Disabled	28	96.4	46.2	42.3	11.5	53.8	34.8	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
English Proficiency								
Limited English Proficient	17	94.1	31.3	50	18.8	68.8	61.8	60.7
Socio-Economic Status								
Subsidized meals	44	97.7	42.9	40.5	16.7	57.1	58.4	57.3

Social Studies

All Students	203	99	17	31.4	51.5	83	76.1	72.5
Gender								
Male	107	100	16	27.4	56.6	84	75.9	72
Female	96	97.9	18.2	36.4	45.5	81.8	76.2	73.1
Racial/Ethnic Group								
White	141	99.3	12.5	30.9	56.6	87.5	82.8	81
African American	36	97.2	28.6	34.3	37.1	71.4	61.5	60
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	88.5	89
Hispanic	16	100	28.6	35.7	35.7	71.4	69.6	69.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	75.5	73.5
Disability Status								
Disabled	36	97.2	45.7	34.3	20	54.3	41.9	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
English Proficiency								
Limited English Proficient	19	100	26.3	26.3	47.4	73.7	70.5	69.7
Socio-Economic Status								
Subsidized meals	46	97.8	35.6	35.6	28.9	64.4	65.2	62.9

Abbreviations for Missing Data

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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	100	100	14.3	34.7	51	85.7	76	73.2	96.9	96.4
Gender										
Male	53	100	25	30.8	44.2	75	70.2	67.2	96.9	96.3
Female	47	100	2.2	39.1	58.7	97.8	82.1	79.4	96.9	96.4
Racial/Ethnic Group										
White	69	100	4.4	30.9	64.7	95.6	83.1	81.5	96.9	96.2
African American	14	100	28.6	50	21.4	71.4	62.2	61.3	96.9	96.4
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	90.3	87	97	97.6
Hispanic	12	100	45.5	45.5	9.1	54.5	64.3	66.7	97.3	96.8
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	74.1	72.2	95.9	95.8
Disability Status										
Disabled	17	100	52.9	29.4	17.6	47.1	26.5	26	96.5	95.3
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	93.2
English Proficiency										
Limited English Proficient	11	100	27.3	63.6	9.1	72.7	65.3	65.7	97.3	97.2
Socio-Economic Status										
Subsidized meals	25	100	32	48	20	68	63.7	63.2	96.3	95.9

Abbreviations for Missing Data

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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							
2010	3	104	100	7.9	17.8	74.3	92.1
	4	98	100	11.6	38.9	49.5	88.4
	5	114	100	5.5	33	61.5	94.5
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	109	100	12.9	16.8	70.3	87.1
	4	99	100	9.3	37.1	53.6	90.7
	5	98	100	10.4	51	38.5	89.6
	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
Mathematics							
2010	3	104	100	16.8	31.7	51.5	83.2
	4	98	100	13.7	38.9	47.4	86.3
	5	114	100	19.3	36.7	44	80.7
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	109	100	14.9	25.7	59.4	85.1
	4	99	100	12.4	36.1	51.5	87.6
	5	98	100	20.8	42.7	36.5	79.2
	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							
2010	3	53	100	17.3	30.8	51.9	82.7
	4	98	100	15.5	60.8	23.7	84.5
	5	58	100	21.8	43.6	34.5	78.2
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	55	98.2	9.8	39.2	51	90.2
	4	99	100	16.5	64.9	18.6	83.5
	5	48	97.9	21.3	55.3	23.4	78.7
	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

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	51	100	18	28	54	82
	4	98	100	14.4	38.1	47.4	85.6
	5	56	100	30.9	30.9	38.2	69.1
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	54	96.3	14.3	18.4	67.3	85.7
	4	99	100	9.3	35.1	55.7	90.7
	5	50	100	35.4	37.5	27.1	64.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	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							
2010	3	104	100	13.6	19.4	67	86.4
	4	100	100	18.2	29.3	52.5	81.8
	5	114	100	8.2	28.2	63.6	91.8
	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
2011	8	N/A	N/AV	N/A	N/A	N/A	N/A
	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	100	100	14.3	34.7	51	85.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	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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