

WELCOME ELEMENTARY

36 E. Welcome Rd.
Greenville, SC 29611

Grades	K-5 Elementary School	
Enrollment	648 Students	
Principal	Christine L. Phillips	864-355-3900
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	**Average**	**Average**
2010	Average	Average
2009	Average	Average
2008	Below Average	At-Risk
2007	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://.eoc.sc.gov

WELCOME ELEMENTARY	11/09/11-2301095

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

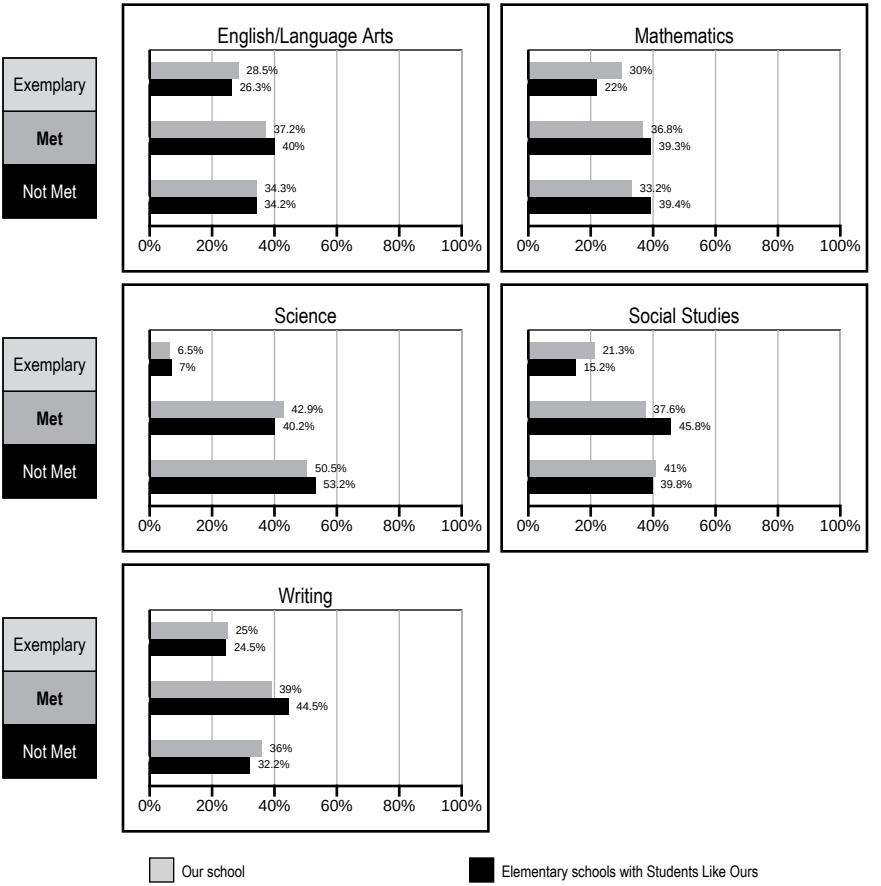
Percent of students tested in 2010-11 whose 2009-10 test scores were located	97.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	7	86	51	23

* 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=648)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.8%	Down from 1.1%	1.5%	1.1%
Attendance rate	96.3%	Up from 96.1%	96.2%	96.2%
Served by gifted and talented program	5.1%	Down from 5.5%	5.3%	13.4%
With disabilities other than speech	5.2%	Down from 7.8%	4.2%	4.1%
Older than usual for grade	0.0%	No Change	0.6%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=42)				
Teachers with advanced degrees	61.9%	Up from 51.1%	61.9%	62.5%
Continuing contract teachers	92.9%	Up from 86.7%	82.4%	88.2%
Teachers returning from previous year	84.7%	Down from 85.4%	84.7%	87.8%
Teacher attendance rate	96.4%	Down from 96.9%	95.2%	95.2%
Average teacher salary*	$44,762	Down 1.1%	$45,188	$46,773
Professional development days/teacher	16.6 days	Up from 12.1 days	10.6 days	10.5 days
School				
Principal's years at school	3.0	Up from 1.0	3.8	4.0
Student-teacher ratio in core subjects	19.1 to 1	Up from 17.9 to 1	17.6 to 1	19.9 to 1
Prime instructional time	90.8%	Down from 92.8%	90.4%	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	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	$6,954	Down 3.8%	$8,426	$7,447
Percent of expenditures for instruction**	71.0%	Down from 72.0%	67.8%	68.4%
Percent of expenditures for teacher salaries**	68.7%	Down from 69.2%	64.5%	65.8%

* 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 third 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.

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 Tuesdays" 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. Two literacy events were targeted specifically for kindergarten and first 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	44	103	76
Percent satisfied with learning environment	77.3%	81.4%	78.7%
Percent satisfied with social and physical environment	79.5%	83.5%	80.8%
Percent satisfied with school-home relations	75.0%	88.3%	81.1%

* 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 19 out of 29 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	1.7%	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	96.3%	94.0%**	Yes

* Or greater than last year

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WELCOME ELEMENTARY										11/09/11-2301095
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 = 79.4% (Met or Exemplary)										
All Students	297	100	34.3	37.2	28.5	72.9	84.1	82.4	No	Yes
Gender										
Male	155	100	37.1	38.5	24.5	69.2	80.8	78.7	N/A	N/A
Female	142	100	31.3	35.8	32.8	76.9	87.7	86.2	N/A	N/A
Racial/Ethnic Group										
White	76	100	21.7	34.8	43.5	79.7	89.7	88.9	Yes	Yes
African American	124	100	40.2	35	24.8	70.1	72.2	72.9	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	93.3	93	I/S	I/S
Hispanic	94	100	35.2	43.2	21.6	72.7	79.2	79.3	No	Yes
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	83.8	83	I/S	I/S
Disability Status										
Disabled	43	100	78.6	16.7	4.8	38.1	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	89	100	36.9	41.7	21.4	70.2	79.3	78.3	No	Yes
Socio-Economic Status										
Subsidized meals	273	100	35.8	37.4	26.8	72	75.7	75.4	No	Yes
Mathematics - State Performance Objective = 79.0% (Met or Exemplary)										
All Students	297	100	33.2	36.8	30	74.7	84.4	81.9	No	Yes
Gender										
Male	155	100	32.2	34.3	33.6	74.1	82.9	79.9	N/A	N/A
Female	142	100	34.3	39.6	26.1	75.4	86.1	84.1	N/A	N/A
Racial/Ethnic Group										
White	76	100	21.7	30.4	47.8	85.5	89.4	88.9	Yes	Yes
African American	124	100	41.9	37.6	20.5	64.1	72	71.4	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	95.6	94.6	I/S	I/S
Hispanic	94	100	30.7	40.9	28.4	80.7	82.7	81.1	Yes	Yes
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	43	100	71.4	19	9.5	33.3	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	89	100	32.1	40.5	27.4	79.8	83.6	81.4	Yes	Yes
Socio-Economic Status										
Subsidized meals	273	100	34.6	37	28.4	73.5	76.5	74.9	No	Yes

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

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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
Science								
All Students	198	100	50.5	42.9	6.5	49.5	71.6	68.6
Gender								
Male	109	100	48.5	43.6	7.9	51.5	71.4	68.3
Female	89	100	53	42.2	4.8	47	71.9	68.9
Racial/Ethnic Group								
White	53	100	35.4	54.2	10.4	64.6	81	80.7
African American	80	100	56.6	38.2	5.3	43.4	52.3	51.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	85.1	85.3
Hispanic	63	100	55.2	39.7	5.2	44.8	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	33	100	N/AV	N/AV	N/AV	24.2	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	60	100	58.2	38.2	3.6	41.8	61.8	60.7
Socio-Economic Status								
Subsidized meals	181	100	53.5	41.2	5.3	46.5	58.4	57.3
Social Studies								
All Students	191	100	40.8	38	21.2	59.2	76.1	72.5
Gender								
Male	100	100	39.8	37.6	22.6	60.2	75.9	72
Female	91	100	41.9	38.4	19.8	58.1	76.2	73.1
Racial/Ethnic Group								
White	49	100	22.2	44.4	33.3	77.8	82.8	81
African American	83	100	46.2	37.2	16.7	53.8	61.5	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	88.5	89
Hispanic	57	100	48.1	35.2	16.7	51.9	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	27	100	73.1	23.1	3.8	26.9	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	55	100	49.1	35.8	15.1	50.9	70.5	69.7
Socio-Economic Status								
Subsidized meals	175	100	43.4	36.7	19.9	56.6	65.2	62.9

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WELCOME ELEMENTARY										11/09/11-2301095
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	106	100	36	39	25	64	76	73.2	96.3	96.4
Gender										
Male	51	100	48.9	34	17	51.1	70.2	67.2	96.3	96.3
Female	55	100	24.5	43.4	32.1	75.5	82.1	79.4	96.2	96.4
Racial/Ethnic Group										
White	28	100	20.8	37.5	41.7	79.2	83.1	81.5	94.8	96.2
African American	44	100	45.2	31	23.8	54.8	62.2	61.3	96.6	96.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	90.3	87	96.6	97.6
Hispanic	32	100	34.4	50	15.6	65.6	64.3	66.7	97	96.8
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	74.1	72.2	96.5	95.8
Disability Status										
Disabled	13	100	N/AV	N/AV	N/AV	16.7	26.5	26	95.8	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	28	100	37.9	48.3	13.8	62.1	65.3	65.7	97.1	97.2
Socio-Economic Status										
Subsidized meals	92	100	37.9	37.9	24.1	62.1	63.7	63.2	96.3	95.9

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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	99	100	32.2	27.8	40	67.8
	4	111	100	41.4	41.4	17.2	58.6
	5	84	100	29.7	41.9	28.4	70.3
	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	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
Mathematics							
2010	3	99	100	43.3	25.6	31.1	56.7
	4	111	100	40.4	42.4	17.2	59.6
	5	84	100	29.7	44.6	25.7	70.3
	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	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
Science							
2010	3	49	100	37	41.3	21.7	63
	4	111	100	51.5	45.5	3	48.5
	5	41	100	42.9	51.4	5.7	57.1
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
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

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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	50	100	45.5	47.7	6.8	54.5
	4	111	100	41.4	44.4	14.1	58.6
	5	43	100	38.5	48.7	12.8	61.5
	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	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
Writing							
2010	3	100	100	42.9	31.9	25.3	57.1
	4	109	100	48.5	34.7	16.8	51.5
	5	85	100	33.3	42.7	24	66.7
	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
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

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