GREENWOOD ELEMENTARY

2300 E. Howe Springs Rd.
Florence, SC 29501

Grades	K-6 Elementary School	
Enrollment	763 Students	
Principal	Susan M. Hartwig	843-664-8451
Superintendent	Allie E. Brooks	843-669-4141
Board Chair	Porter Stewart	843-669-6395

THE STATE OF SOUTH CAROLINA
2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	**Average**	**Good***
2009	Average	Excellent
2008	Average	At-Risk
2007	Average	Below Average
2006	Average	At-Risk

* The School's 2010 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.

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

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating
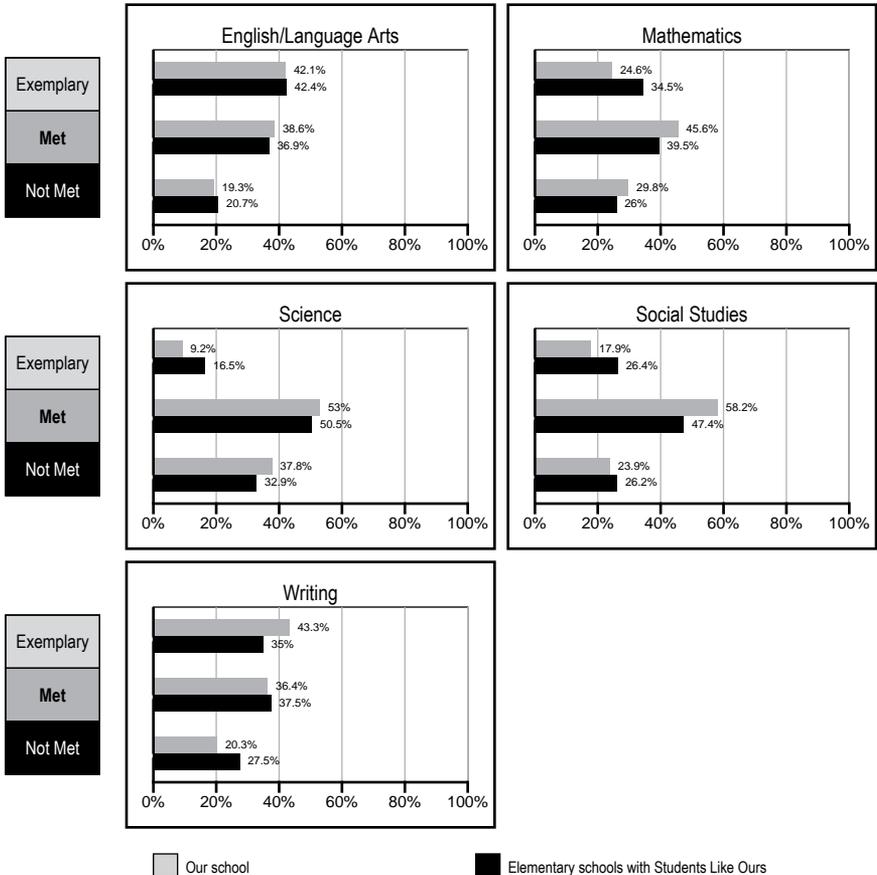
Percent of students tested in 2009-10 whose 2008-09 test scores were located | **96.4%**

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
12	28	61	1	0

* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)

English/Language Arts

	Our school	Elementary schools with Students Like Ours
Exemplary	42.1%	42.4%
Met	38.6%	36.9%
Not Met	19.3%	20.7%

Mathematics

	Our school	Elementary schools with Students Like Ours
Exemplary	24.6%	34.5%
Met	45.6%	39.5%
Not Met	29.8%	26%

Science

	Our school	Elementary schools with Students Like Ours
Exemplary	9.2%	16.5%
Met	53%	50.5%
Not Met	37.8%	32.9%

Social Studies

	Our school	Elementary schools with Students Like Ours
Exemplary	17.9%	26.4%
Met	58.2%	47.4%
Not Met	23.9%	26.2%

Writing

	Our school	Elementary schools with Students Like Ours
Exemplary	43.3%	35%
Met	36.4%	37.5%
Not Met	20.3%	27.5%

Our school   Elementary schools with Students Like Ours

* 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=763)				
First graders who attended full-day kindergarten	94.1%	Up from 89.2%	100.0%	100.0%
Retention rate	2.8%	Down from 4.5%	1.2%	1.2%
Attendance rate	95.4%	Up from 95.2%	96.0%	96.1%
Eligible for gifted and talented	11.6%	Up from 10.0%	12.9%	11.7%
With disabilities other than speech	11.3%	Up from 10.1%	8.4%	8.0%
Older than usual for grade	1.6%	No Change	0.4%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.1%	Up from 0.0%	0.0%	0.0%
Teachers (n=48)				
Teachers with advanced degrees	50.0%	Down from 55.3%	58.9%	60.5%
Continuing contract teachers	81.3%	Up from 78.7%	84.7%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	86.4%	Up from 86.1%	86.9%	87.0%
Teacher attendance rate	96.7%	No Change	95.5%	95.4%
Average teacher salary*	$45,737	Down 2.3%	$47,193	$47,288
Professional development days/teacher	9.6 days	Up from 8.1 days	9.9 days	10.5 days
School				
Principal's years at school	5.0	Up from 4.0	4.0	4.0
Student-teacher ratio in core subjects	18.8 to 1	Down from 20.0 to 1	19.4 to 1	19.2 to 1
Prime instructional time	91.2%	Up from 91.0%	91.0%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 83.1%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	$6,242	Down 10.8%	$7,133	$7,548
Percent of expenditures for instruction**	67.3%	Up from 66.0%	68.4%	68.7%
Percent of expenditures for teacher salaries**	64.5%	Up from 63.7%	65.0%	65.1%

*   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

The mission of Greenwood Elementary School (GES) is to empower students to become life-long learners and to provide them with the skills to become productive citizens in an ever changing society with-in a safe environment. Our continued commitment to prepare students for a lifetime of learning is evident in the dedication and cooperation of our teachers, staff, parents, volunteers and community members.

Greenwood is fully accredited by the South Carolina Department of Education and Southern Association of Colleges and Schools. Implementing a comprehensive school reform system, The System for Teacher and Student Advancement (TAP), Greenwood met AYP for 2009 and is the recipient of a Palmetto Gold Award for academic achievement and a recipient of a Palmetto Silver Award for closing the achievement gap. Outstanding features of GES include its literacy and technology programs. Reading Recovery, Literacy Lab and Renaissance Place help to foster a strong foundation and love of reading. Technology offerings include two full-time computer labs, a mobile wireless laptop lab, SCETV Video Streaming programming, interactive whiteboards in every classroom, and student response systems which are integrated across the curriculum for differentiated instruction.

Extra-curricular activities at Greenwood include: BETA Club, Safety Patrols, Jump Rope for Heart, Library helpers, WGES Morning production, Chorus, Bells, Band, Strings, Family Reading Night, Cheer Squads and Monthly Skate Nights. Through these activities, students are able to develop individual talents and social skills.

At Greenwood, we believe it takes a combined effort to educate and prepare today's youth for the challenges of tomorrow. This belief is exemplified through our membership in the National Network of Partnership schools, and in the involvement of our Association of Parents and Teachers and School Improvement Council. Stakeholders work diligently to help meet the needs of our school by supporting school-wide programs and projects that make GES a place for children to grow, excel and succeed.

Henrietta Hall,
School Improvement Council Chairman
Susan Hartwig,
Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	44	90	54
Percent satisfied with learning environment	93.0%	64.0%	81.5%
Percent satisfied with social and physical environment	93.2%	72.2%	83.3%
Percent satisfied with school-home relations	90.9%	80.9%	90.7%

* 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

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 RP

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	2.9%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	5.8%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.4%	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	445	99.8	18.4	37.4	44.2	92.2	84.6	83.5	Yes	Yes
Gender										
Male	206	99.5	24.2	38.7	37.1	90.3	82.1	80.1	N/A	N/A
Female	239	100	13.7	36.3	50	93.8	87.3	87	N/A	N/A
Racial/Ethnic Group										
White	205	100	15.9	29.2	54.9	91.8	90.9	89.6	Yes	Yes
African American	225	99.6	21.8	45.5	32.7	92.1	78.5	74.6	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	95.3	92.7	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	85.7	79.6	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	93.8	85.1	I/S	I/S
Disability Status										
Disabled	67	98.5	41.3	31.7	27	77.8	56.1	51.7	Yes	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	84.7	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	276	99.6	22.6	41.9	35.5	91.1	79.2	76.9	Yes	Yes
Mathematics - State Performance Objective = 57.8% (Met or Exemplary)										
All Students	445	100	28.8	44.1	27.1	82.1	78.9	80.4	Yes	Yes
Gender										
Male	206	100	32.6	44.4	23	77.5	77.1	78.4	N/A	N/A
Female	239	100	25.7	43.8	30.5	85.8	80.8	82.5	N/A	N/A
Racial/Ethnic Group										
White	205	100	20	44.1	35.9	89.7	88.2	87.8	Yes	Yes
African American	225	100	37.4	44.3	18.2	74.4	69.8	69.3	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	96.9	93.5	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	81.5	78.3	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	93.8	83.2	I/S	I/S
Disability Status										
Disabled	67	100	50	26.6	23.4	65.6	46.5	46.1	Yes	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	85.6	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	276	100	37.3	40.6	22.1	75.9	71.5	72.8	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	281	100	36.7	51.4	12	63.3	67.8	67.3
Gender								
Male	121	100	34.5	51.8	13.6	65.5	68.4	66.9
Female	160	100	38.3	51	10.7	61.7	67.2	67.7
Racial/Ethnic Group								
White	135	100	29.9	56.7	13.4	70.1	82.4	79.6
African American	135	100	45.5	43	11.6	54.5	53.3	49.7
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	86.7	84.4
Hispanic	3	I/S	I/S	I/S	I/S	I/S	70.9	59.4
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	76.9	69.5
Disability Status								
Disabled	37	100	54.3	22.9	22.9	45.7	42	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	70.1	58.6
Socio-Economic Status								
Subsidized meals	170	100	43	45.7	11.3	57	57	55.4
Social Studies								
All Students	279	100	23.2	57.9	18.9	76.8	71	70.9
Gender								
Male	141	100	25.2	54.3	20.5	74.8	70.6	70.1
Female	138	100	21.2	61.4	17.4	78.8	71.4	71.7
Racial/Ethnic Group								
White	127	100	18.9	55.7	25.4	81.1	80.2	79.2
African American	145	100	28.5	59.2	12.3	71.5	62.1	58.4
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	91.2	86.8
Hispanic	2	I/S	I/S	I/S	I/S	I/S	68.8	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status								
Disabled	44	100	38.1	52.4	9.5	61.9	45.8	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	73.6	68
Socio-Economic Status								
Subsidized meals	175	100	28.5	61.4	10.1	71.5	62.2	60.8

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 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	447	96.6	20.3	36.4	43.3	79.7	73	72.1	95.4	95.8
Gender										
Male	207	97.1	27.7	37.5	34.8	72.3	66	65.2	95.5	95.6
Female	240	96.3	14.1	35.5	50.5	85.9	80.3	79.2	95.2	95.9
Racial/Ethnic Group										
White	206	98.5	15	31.6	53.4	85	81.4	80.8	95.4	95.6
African American	226	94.7	26	41.3	32.7	74	64.8	59.7	95.3	95.8
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	90.1	87	94.8	97.5
Hispanic	5	I/S	I/S	I/S	I/S	I/S	69.7	64.6	95.1	94.9
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	76.5	73.4	97.5	97
Disability Status										
Disabled	66	77.3	61.2	34.7	4.1	38.8	30.8	27.7	94.6	94.7
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	66.7	63.7	96.3	96.1
Socio-Economic Status										
Subsidized meals	277	95	26.3	40.4	33.3	73.8	64.9	61.9	94.9	95.3

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	123	100	19.8	37.8	42.3	80.2
	4	111	100	12.9	49.5	37.6	87.1
	5	108	100	13	45	42	87
	6	100	100	13	44.6	42.4	87
	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
2010	3	120	99.2	19.1	28.2	52.7	80.9
	4	115	100	18.1	38.1	43.8	81.9
	5	115	100	15.4	47.1	37.5	84.6
	6	95	100	21.5	36.6	41.9	78.5
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
	Mathematics						
2009	3	123	100	28.8	40.5	30.6	71.2
	4	111	100	22.8	50.5	26.7	77.2
	5	108	100	29	45	26	71
	6	100	100	19.6	54.3	26.1	80.4
	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
2010	3	120	100	38.7	37.8	23.4	61.3
	4	115	100	17.1	49.5	33.3	82.9
	5	115	100	31.7	41.3	26.9	68.3
	6	95	100	26.9	48.4	24.7	73.1
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
	Science						
2009	3	60	100	40.4	53.8	5.8	59.6
	4	111	100	22.8	55.4	21.8	77.2
	5	54	100	28.8	55.8	15.4	71.2
	6	50	100	39.6	54.2	6.3	60.4
	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
2010	3	61	100	49.1	36.4	14.5	50.9
	4	115	100	25.7	62.9	11.4	74.3
	5	59	100	31.5	55.6	13	68.5
	6	46	100	53.3	37.8	8.9	46.7
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	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

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	63	100	23.7	57.6	18.6	76.3
	4	110	100	12	51	37	88
	5	55	100	20.4	46.9	32.7	79.6
	6	50	100	6.7	73.3	20	93.3
	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
2010	3	59	100	17.9	50	32.1	82.1
	4	115	100	20	66.7	13.3	80
	5	56	100	44	38	18	56
	6	49	100	14.6	68.8	16.7	85.4
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	121	97.5	19.1	39.1	41.8	80.9
	4	113	95.6	15.3	29.6	55.1	84.7
	5	109	94.5	18.6	44.3	37.1	81.4
	6	101	98	9.9	52.7	37.4	90.1
	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
2010	3	121	96.7	26.9	38	35.2	73.1
	4	114	98.3	15.4	35.6	49	84.6
	5	116	94.8	18.8	37.6	43.6	81.2
	6	96	96.9	19.8	34.1	46.2	80.2
	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