



Greendale Elementary

505 South Boundary Ave.
New Ellenton, SC 29809

Grades	PK-5 Elementary School	
Enrollment	454 Students	
Principal	Rebecca M. Koelker	803-652-8170
Superintendent	Dr. Elizabeth Everitt	803-641-2428
Board Chair	Dr. Christine Sanders	803-663-1703

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Below Average	At-Risk
2007	Average	At-Risk
2006	Average	Below Average
2005	Average	At-Risk
2004	Good	Below Average

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

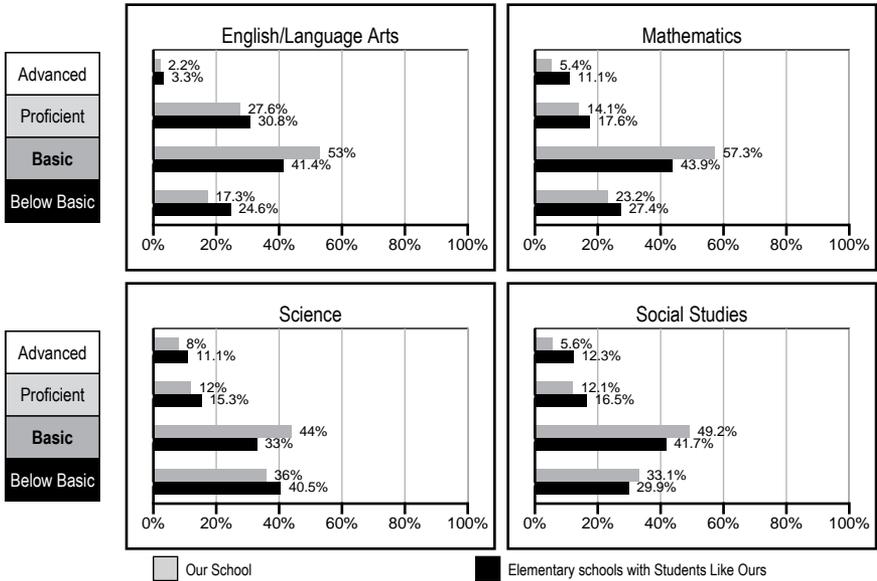
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 97.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	1	29	57	3

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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=454)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	4.1%	Down from 6.7%	2.8%	2.3%
Attendance rate	95.7%	Up from 95.4%	96.0%	96.3%
Eligible for gifted and talented	8.2%	Up from 6.7%	6.5%	10.4%
With disabilities other than speech	3.2%	Up from 2.0%	9.0%	7.5%
Older than usual for grade	0.8%	Down from 1.9%	1.0%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.2%	Up from 0.0%	0.0%	0.0%
Teachers (n=37)				
Teachers with advanced degrees	48.6%	Down from 52.9%	54.1%	56.7%
Continuing contract teachers	73.0%	Up from 64.7%	74.3%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	91.8%	Up from 87.8%	85.5%	86.4%
Teacher attendance rate	94.2%	Down from 95.3%	94.9%	94.9%
Average teacher salary	\$46,574	Up 4.2%	\$44,314	\$45,345
Professional development days/teacher	9.6 days	Up from 6.7 days	13.1 days	12.6 days
School				
Principal's years at school	9.0	Up from 8.0	3.0	4.0
Student-teacher ratio in core subjects	17.0 to 1	Down from 19.1 to 1	18.0 to 1	18.5 to 1
Prime instructional time	89.4%	Down from 90.1%	89.1%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.2%	Down from 100.0%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil*	\$6,299	Down 9.4%	\$7,428	\$7,052
Percent of expenditures for instruction*	71.4%	Up from 69.2%	69.1%	69.1%
Percent of expenditures for teacher salaries*	67.7%	Up from 64.3%	64.1%	64.2%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

We are proud of the progress our students have made during the 2007-2008 school year. Progress was made in all academic areas, and Greendale made Adequate Yearly Progress, as defined by the No Child Left Behind Act, for the fourth year in a row. In addition, Greendale was one of three schools in Aiken County to be recognized by the State Dept. of Education for closing the achievement gap. Greendale will continue to emphasize academic excellence at all grade levels and will do so by providing strong parent/community/school communication, standards based instruction and assessment, and state-of-the-art technology in every classroom.

Communication with parents and community will be supported through letters, phone calls, email, newsletters, website, and weekly folders. Parent involvement and effective and regular communication between the school and home will always be an important focus for Greendale.

Classroom instruction and staff development will emphasize curriculum alignment with the South Carolina State Standards, technology skills, and will also focus on early literacy and literacy across the curriculum. Greendale has state-of-the-art technology in every classroom with a SMART Board, laptop and desktop computers, scanner, printers, and many other interactive and engaging advances in technology available to teachers and students. At Greendale, interactive technology is an instructional delivery method used in every classroom. It is a function of literacy in all curriculum areas. Our school is one of a few in Aiken County to be wireless.

At Greendale Elementary, one of our most important goals is to have every student reading and writing on grade level or above by the third grade. To reach this goal, we have a full Reading Recovery program for at-risk first grade students. This includes two full-time Reading Recovery teachers as well as our Special Education teacher, who is also fully trained and uses Reading Recovery with many of the students served by Special Education. We have set uninterrupted time every day at every grade level to be used exclusively for language arts instruction. This year, ninety-six percent of all first graders went to second grade, reading at or above grade level.

Greendale is truly a special place. Guiding and Educating Successful Students is our vision and our daily commitment. We invite parents and community members to visit and find out how wonderful Greendale truly is.

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	34	49	24
Percent satisfied with learning environment	97.1%	83.7%	66.7%
Percent satisfied with social and physical environment	97.1%	81.6%	75.0%
Percent satisfied with school-home relations	73.5%	81.6%	66.7%

* 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 15 out of 17 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. Sanction: Implement the restructuring plan.
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	0.4%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	1.0%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.7%	94.0%	Yes

* Or greater than last year

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	198	100	17.3	53	27.6	2.2	46.5	49.8	48.2	Yes	Yes
Gender											
Male	108	100	24.8	51.5	21.8	2	42.6	43.8	41.7	N/A	N/A
Female	90	100	8.3	54.8	34.5	2.4	51.2	56.3	55	N/A	N/A
Racial/Ethnic Group											
White	80	100	20.3	50	27	2.7	43.2	59.8	60	Yes	Yes
African American	96	100	15.6	56.7	26.7	1.1	46.7	33.8	31.7	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	75	70.4	I/S	I/S
Hispanic	18	100	17.6	52.9	23.5	5.9	52.9	39.7	38.4	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	75	47	I/S	I/S
Disability Status											
Disabled	13	100	25	75	0	0	16.7	15.2	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	15	100	21.4	57.1	14.3	7.1	50	43	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	145	100	17.8	55.6	24.4	2.2	43	35.8	34	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	198	100	23.2	57.3	14.1	5.4	35.1	46.9	45.8	Yes	Yes
Gender											
Male	108	100	22.8	56.4	13.9	6.9	37.6	47.9	45.6	N/A	N/A
Female	90	100	23.8	58.3	14.3	3.6	32.1	45.7	45.9	N/A	N/A
Racial/Ethnic Group											
White	80	100	17.6	56.8	17.6	8.1	41.9	57.2	59	Yes	Yes
African American	96	100	31.1	53.3	11.1	4.4	30	29.7	26.9	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	78.3	71.3	I/S	I/S
Hispanic	18	100	5.9	76.5	17.6	0	29.4	40.1	38.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	62.5	46.2	I/S	I/S
Disability Status											
Disabled	13	100	50	50	0	0	0	15.8	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	15	100	0	78.6	21.4	0	35.7	42.9	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	145	100	25.2	56.3	13.3	5.2	31.9	32.8	31.4	No	Yes

* Adj - 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

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	136	99.3	35.5	44.4	12.1	8.1	20.2	34.1	35.7	95.7	95.9
Gender											
Male	79	98.7	32.4	43.7	14.1	9.9	23.9	36.6	37.4	95.5	95.8
Female	57	100	39.6	45.3	9.4	5.7	15.1	31.3	33.8	95.9	96.1
Racial/Ethnic Group											
White	58	98.3	24.5	47.2	13.2	15.1	28.3	45.2	49.2	94.7	95.9
African American	68	100	41.9	41.9	12.9	3.2	16.1	16.4	17	96.5	95.9
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	55.9	58	97.4	97.6
Hispanic	10	I/S	I/S	I/S	I/S	I/S	I/S	24	24.9	95.6	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	58.8	37.4	93.1	95.8
Disability Status											
Disabled	9	I/S	I/S	I/S	I/S	I/S	I/S	12.8	14	94.2	94.9
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	96.5
English Proficiency											
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	I/S	28	24.4	95.6	96.5
Socio-Economic Status											
Subsided meals	102	99	38.7	46.2	9.7	5.4	15.1	20.4	21.1	95.4	95.2
Social Studies											
All Students	133	98.5	32.5	49.6	12.2	5.7	17.9	30.3	34	95.7	95.9
Gender											
Male	70	97.1	26.6	54.7	12.5	6.3	18.8	33.8	36.6	95.5	95.8
Female	63	100	39	44.1	11.9	5.1	16.9	26.5	31.3	95.9	96.1
Racial/Ethnic Group											
White	49	98	36.4	52.3	6.8	4.5	11.4	38.6	44.5	94.7	95.9
African American	66	98.5	31.1	45.9	16.4	6.6	23	17	19.1	96.5	95.9
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	56.1	58.9	97.4	97.6
Hispanic	14	100	35.7	50	14.3	0	14.3	20.3	27.5	95.6	96.2
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	53.3	32.7	93.1	95.8
Disability Status											
Disabled	8	I/S	I/S	I/S	I/S	I/S	I/S	10.7	14.4	94.2	94.9
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	96.5
English Proficiency											
Limited English Proficient	11	100	27.3	54.5	18.2	0	18.2	23.9	27.3	95.6	96.5
Socio-Economic Status											
Subsided meals	102	98	33	48.9	10.6	7.4	18.1	18.6	21	95.4	95.2

* Adj - 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

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*	
English/Language Arts									
2007	3	65	100	11.1	42.9	44.4	1.6	46	
	4	62	100	16.1	44.6	37.5	1.8	39.3	
	5	47	100	17.5	67.5	12.5	2.5	15	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	73	100	15.9	50.7	30.4	2.9	33.3	
	4	71	100	17.2	50	31.3	1.6	32.8	
	5	54	100	19.2	59.6	19.2	1.9	21.2	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
Mathematics									
2007	3	65	100	15.9	52.4	23.8	7.9	31.7	
	4	62	100	17.9	44.6	28.6	8.9	37.5	
	5	47	100	27.5	50	12.5	10	22.5	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	73	100	24.6	63.8	10.1	1.4	11.6	
	4	71	100	15.6	51.6	21.9	10.9	32.8	
	5	54	100	30.8	55.8	9.6	3.8	13.5	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
Science									
2007	3	32	100	31.3	40.6	28.1	0	28.1	
	4	62	100	48.2	35.7	8.9	7.1	16.1	
	5	23	100	52.6	42.1	0	5.3	5.3	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	36	100	36.4	39.4	21.2	3	24.2	
	4	71	98.6	31.7	50.8	11.1	6.3	17.5	
	5	29	100	42.9	35.7	3.6	17.9	21.4	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
Social Studies									
2007	3	33	100	35.5	45.2	16.1	3.2	19.4	
	4	62	100	30.4	41.1	16.1	12.5	28.6	
	5	24	100	38.1	52.4	0	9.5	9.5	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	37	100	33.3	58.3	5.6	2.8	8.3	
	4	71	97.2	25.4	49.2	17.5	7.9	25.4	
	5	25	100	50	37.5	8.3	4.2	12.5	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	

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