



Greenwood Elementary

2300 E. Howe Springs Rd.
Florence, SC 29501

Grades	K-6 Elementary School	
Enrollment	674 Students	
Principal	Susan M. Hartwig	843-664-8451
Superintendent	Larry Jackson	843-669-4141
Board Chair	Porter Stewart	843-669-6395

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

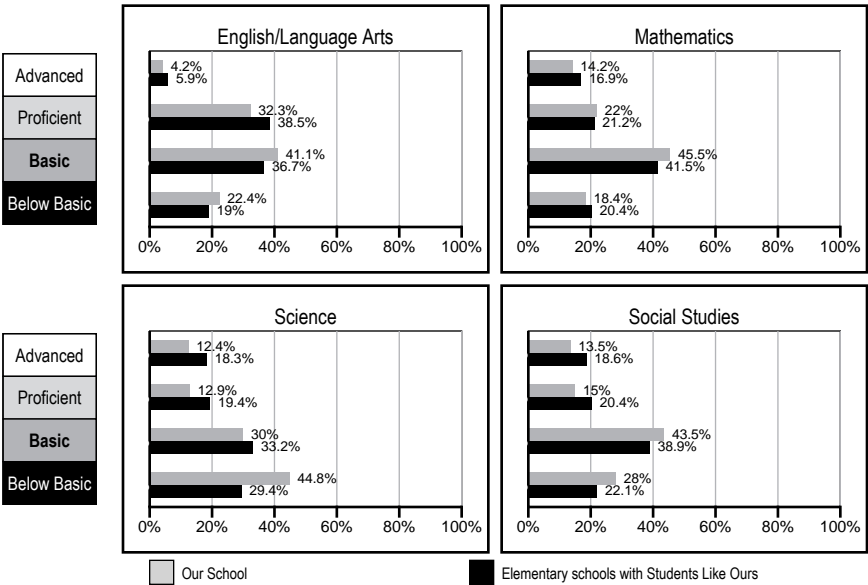
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 94.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	12	65	13	1

* 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=674)				
First graders who attended full-day kindergarten	95.9%	Down from 99.1%	100.0%	100.0%
Retention rate	3.1%	Up from 2.6%	2.2%	2.3%
Attendance rate	95.4%	Down from 95.6%	96.3%	96.3%
Eligible for gifted and talented	10.5%	Up from 9.5%	11.6%	10.4%
With disabilities other than speech	10.6%	Up from 7.5%	8.3%	7.5%
Older than usual for grade	1.7%	Down from 2.9%	0.5%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.1%	0.0%	0.0%
Teachers (n=44)				
Teachers with advanced degrees	61.4%	Up from 59.1%	56.5%	56.7%
Continuing contract teachers	93.2%	No Change	80.0%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	91.3%	Down from 92.7%	87.8%	86.4%
Teacher attendance rate	96.3%	Up from 96.0%	95.0%	94.9%
Average teacher salary	\$47,013	Up 3.8%	\$45,023	\$45,345
Professional development days/teacher	8.7 days	Down from 10.2 days	12.1 days	12.6 days
School				
Principal's years at school	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio in core subjects	21.2 to 1	Up from 19.1 to 1	18.8 to 1	18.5 to 1
Prime instructional time	90.2%	Down from 90.8%	89.9%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	90.2%	Down from 93.0%	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil*	\$6,518	Up 9.4%	\$6,606	\$7,052
Percent of expenditures for instruction*	68.7%	Up from 67.7%	68.9%	69.1%
Percent of expenditures for teacher salaries*	65.8%	Up from 64.7%	65.0%	64.2%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Greenwood Elementary School (GES) abounds with student support, faculty advancement, and strong communal ties. Meeting Adequate Yearly Progress in 2007, Greenwood reflects a spirit of success, continued learning, and dedication. We are committed to preparing students for a lifetime of learning. This is evident in the dedication and cooperation of our teachers, staff, parents, volunteers, and community members.

In addition to being fully accredited by the Southern Association of Colleges and Schools, Greenwood is a member of the National Network of Partnership Schools, and a recipient of the Teacher Incentive Fund grant. It is through this grant, that the Teacher Advancement Program (TAP) is being implemented.

Through weekly staff development opportunities, teachers gain insight into varying techniques and research proven methods to increase student success. Efforts include thorough data analysis and innovative instructional strategies that build strong academic and social skills. Our outstanding literacy programs include Reading Recovery, a first grade Literacy Lab, an early intervention program for grades K-2, and Renaissance Place. Students receive supplemental instruction to further literacy growth and foster a strong foundation and love of reading. The integration of technology is supported across the curriculum by the operation of two full-time computer labs, a mobile lab, SCETV Video Streaming programming, SmartBoards, hand held computing devices, CPS systems, as well as various software programs.

At GES, students are given many opportunities to excel in and outside of the classroom. Extra-curricular activities include BETA Club, Safety Patrols, Jump Rope for Heart, Library helpers, WGES Morning Show production, Chorus, Bells, Band, Family Reading Nights, Skate Nights, Computer Club, Webkins Club, the Good News Club and Cheer Squads.

We believe it takes a combined effort to educate and prepare today's youth for the challenges of tomorrow. This belief is exemplified in the involvement of our Parent and Teacher organization and School Improvement Council. These 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	76	51
Percent satisfied with learning environment	75.0%	61.6%	75.0%
Percent satisfied with social and physical environment	77.3%	58.7%	65.3%
Percent satisfied with school-home relations	81.8%	75.7%	78.0%

* 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 17 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

Corrective Action

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	5.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	16.2%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	11.0%	0.0%	No
Student attendance rate	95.4%	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	382	100	21.6	39.7	31.2	7.6	50.1	49.1	48.2	Yes	Yes
Gender											
Male	187	100	27.3	37.6	29.1	6.1	43.6	43.1	41.7	N/A	N/A
Female	195	100	16.3	41.6	33.1	9	56.2	55.1	55	N/A	N/A
Racial/Ethnic Group											
White	186	100	13.6	38.4	42.4	5.6	59.3	61.8	60	Yes	Yes
African American	182	100	32	39.9	17.6	10.5	38.6	35.7	31.7	Yes	Yes
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	I/S	80.2	70.4	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	53.3	38.4	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	58.3	47	I/S	I/S
Disability Status											
Disabled	59	100	44.2	30.8	1.9	23.1	17.3	19	16	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	51.6	36.9	I/S	I/S
Socio-Economic Status											
Subsidized meals	214	100	32.2	41.7	18.3	7.8	36.7	36.9	34	Yes	Yes

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

All Students	382	100	17.8	43.7	21.6	16.9	46.6	43.8	45.8	Yes	Yes
Gender											
Male	187	100	18.2	39.4	24.8	17.6	50.3	44	45.6	N/A	N/A
Female	195	100	17.4	47.8	18.5	16.3	43.3	43.5	45.9	N/A	N/A
Racial/Ethnic Group											
White	186	100	9.6	40.7	28.8	20.9	62.1	58.1	59	Yes	Yes
African American	182	100	28.1	48.4	11.1	12.4	27.5	28.9	26.9	No	Yes
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	I/S	79.3	71.3	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	44.4	38.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	50	46.2	I/S	I/S
Disability Status											
Disabled	59	100	40.4	34.6	3.8	21.2	25	18.4	17.1	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	50	38.7	I/S	I/S
Socio-Economic Status											
Subsidized meals	214	100	28.9	46.1	12.8	12.2	31.1	30.8	31.4	No	Yes

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

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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*	School Attendance Rate	District Attendance Rate
Science											
All Students	243	99.6	42.9	28.6	12.4	16.1	28.6	33.1	35.7	95.4	95.8
Gender											
Male	118	100	45.7	25.7	13.3	15.2	28.6	36.6	37.4	95.8	95.6
Female	125	99.2	40.2	31.3	11.6	17	28.6	29.6	33.8	95.1	96
Racial/Ethnic Group											
White	123	100	29.3	33.6	16.4	20.7	37.1	47.8	49.2	95.6	95.7
African American	113	99.1	57.9	22.1	8.4	11.6	20	18.4	17	95.1	95.8
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	66.7	58	97.1	97.9
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	29.4	24.9	97.7	95.8
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	99.2	95.9
Disability Status											
Disabled	38	100	48.5	21.2	3	27.3	30.3	20.3	14	94.7	94.4
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	23.8	24.4	98.2	97.1
Socio-Economic Status											
Subsided meals	138	99.3	55.6	24.8	11.1	8.5	19.7	19.6	21.1	94.5	95.2
Social Studies											
All Students	240	100	27.1	42.1	15.9	15	30.8	29.3	34	95.4	95.8
Gender											
Male	117	100	24.8	38.6	19.8	16.8	36.6	33.7	36.6	95.8	95.6
Female	123	100	29.2	45.1	12.4	13.3	25.7	24.9	31.3	95.1	96
Racial/Ethnic Group											
White	110	100	17.1	44.8	20	18.1	38.1	40.4	44.5	95.6	95.7
African American	121	100	37	40	13	10	23	17.1	19.1	95.1	95.8
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	63.4	58.9	97.1	97.9
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	36.4	27.5	97.7	95.8
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	99.2	95.9
Disability Status											
Disabled	37	100	42.4	36.4	9.1	12.1	21.2	16.4	14.4	94.7	94.4
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	37.1	27.3	98.2	97.1
Socio-Economic Status											
Subsided meals	138	100	40	41.7	10.4	7.8	18.3	17.4	21	94.5	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	88	100	9.6	41	41	8.4	49.4	
	4	91	98.9	16.5	38.8	36.5	8.2	44.7	
	5	86	100	24.7	50.6	23.4	1.3	24.7	
	6	119	100	30.6	45	18.9	5.4	24.3	
	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	95	100	8.1	34.9	44.2	12.8	57	
	4	100	100	21.3	36	32.6	10.1	42.7	
	5	106	100	27.4	42.1	25.3	5.3	30.5	
	6	81	100	30.1	46.6	21.9	1.4	23.3	
	7	N/A	I/S	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	I/S
Mathematics									
2007	3	88	100	12	47	20.5	20.5	41	
	4	91	98.9	15.3	40	23.5	21.2	44.7	
	5	86	100	19.5	54.5	16.9	9.1	26	
	6	119	99.2	19.8	55	14.4	10.8	25.2	
	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	95	100	14	47.7	18.6	19.8	38.4	
	4	100	100	23.6	36	16.9	23.6	40.4	
	5	106	100	14.7	43.2	29.5	12.6	42.1	
	6	81	100	19.2	49.3	20.5	11	31.5	
	7	N/A	I/S	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	I/S
Science									
2007	3	46	100	28.2	38.5	20.5	12.8	33.3	
	4	91	98.9	32.5	32.5	21.7	13.3	34.9	
	5	42	100	48.6	37.8	5.4	8.1	13.5	
	6	62	100	38.5	42.3	17.3	1.9	19.2	
	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	48	100	31.8	34.1	20.5	13.6	34.1	
	4	100	99	36.4	29.5	13.6	20.5	34.1	
	5	54	100	56.3	22.9	8.3	12.5	20.8	
	6	41	100	54.1	27	5.4	13.5	18.9	
	7	N/A	I/S	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	I/S
Social Studies									
2007	3	45	100	19.5	53.7	22	4.9	26.8	
	4	91	98.9	24.1	44.6	18.1	13.3	31.3	
	5	44	100	35	47.5	12.5	5	17.5	
	6	63	100	35.2	35.2	18.5	11.1	29.6	
	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	48	100	7.1	42.9	35.7	14.3	50	
	4	100	100	29.2	43.8	13.5	13.5	27	
	5	52	100	36.2	31.9	8.5	23.4	31.9	
	6	40	100	33.3	50	8.3	8.3	16.7	
	7	N/A	I/S	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	I/S

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