



Greenwood Elementary

2300 E. Howe Springs Rd.
Florence, SC 29501

Grades	K-6 Elementary School	
Enrollment	779 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 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Excellent*
2008	Average	At-Risk
2007	Average	Below Average
2006	Average	At-Risk
2005	Average	Below Average

* The School's 2009 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.

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

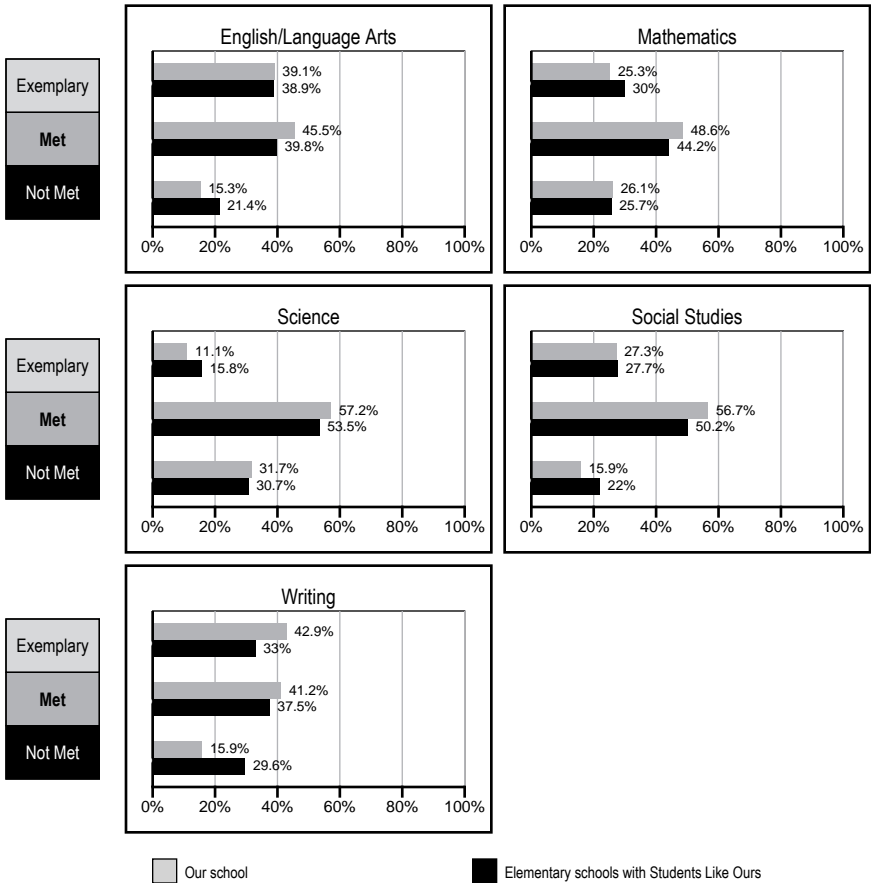
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 96.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
5	29	71	2	0

* Ratings are calculated with data available by 06/01/2010.

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=779)				
First graders who attended full-day kindergarten	89.2%	Down from 95.9%	100.0%	100.0%
Retention rate	4.5%	Up from 3.1%	2.0%	1.9%
Attendance rate	95.2%	Down from 95.4%	96.2%	96.3%
Eligible for gifted and talented	10.0%	Down from 10.5%	11.0%	10.0%
With disabilities other than speech	10.1%	Down from 10.6%	8.9%	7.7%
Older than usual for grade	1.6%	Down from 1.7%	0.5%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=47)				
Teachers with advanced degrees	55.3%	Down from 61.4%	59.0%	59.4%
Continuing contract teachers	78.7%	Down from 93.2%	83.3%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	86.1%	Down from 91.3%	86.2%	85.9%
Teacher attendance rate	96.7%	Up from 96.3%	95.1%	95.1%
Average teacher salary*	\$46,824	Down 0.4%	\$47,306	\$47,149
Professional development days/teacher	8.1 days	Down from 8.7 days	11.9 days	11.1 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	20.0 to 1	Down from 21.2 to 1	19.2 to 1	18.8 to 1
Prime instructional time	91.0%	Up from 90.2%	90.3%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	83.1%	Down from 90.2%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,996	Up 7.3%	\$7,279	\$7,458
Percent of expenditures for instruction**	66.0%	Down from 68.7%	68.2%	68.8%
Percent of expenditures for teacher salaries**	63.7%	Down from 65.8%	63.5%	63.2%

* 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

The mission of Greenwood Elementary School (GES) is to prepare students to be responsible, productive citizens who are life-long learners, while providing a safe and secure learning environment. Our 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 and is a member of the National Network of Partnership Schools. Outstanding features of GES are its literacy and technology programs. Reading Recovery, Literacy Lab, Renaissance Place, and the Governor's Reading Honor Roll help to foster a strong foundation and love of reading. Our technology offerings include two full-time computer labs, a mobile wireless laptop lab, SCETV Video Streaming programming, interactive whiteboards, and student response systems which are integrated for differentiated instruction.

Putting children first is a tradition at GES. Students are given many opportunities to excel in and out of the classroom. Extra-curricular activities include: BETA Club, Safety Patrols, Jump and Jog, Jump Rope for Heart, Library helpers, WGES Morning Show 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 in the involvement of our Association of Parents and Teachers 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	41	94	76
Percent satisfied with learning environment	95.1%	78.7%	84.0%
Percent satisfied with social and physical environment	92.7%	76.9%	82.7%
Percent satisfied with school-home relations	87.8%	82.6%	82.7%

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

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No Child Left Behind

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

CA-DELAY

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	14.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	4.4%	0.0%	No
Student attendance rate	95.2%	94.0%*	Yes

* Or greater than last year

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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*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	442	100	14.9	44.1	41.1	91.8	85	82.8	Yes	Yes
Gender										
Male	210	100	20.4	41.4	38.2	90.6	82.3	79.3	N/A	N/A
Female	232	100	9.9	46.5	43.7	93	87.8	86.5	N/A	N/A
Racial/Ethnic Group										
White	192	100	10.4	38.8	50.8	96.7	91.7	89.5	Yes	Yes
African American	234	100	19.8	48.8	31.4	87	78.3	73.7	Yes	Yes
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	97.4	92.3	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	83.3	76.5	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	83.3	82.5	I/S	I/S
Disability Status										
Disabled	61	100	33.3	36.8	29.8	75.4	58.8	52	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	84.8	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	271	100	19.7	45.4	34.9	87.8	78.6	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	442	100	25.2	47.3	27.5	84.7	79	78.9	Yes	Yes
Gender										
Male	210	100	25.7	45.5	28.8	81.2	77	77	N/A	N/A
Female	232	100	24.9	48.8	26.3	87.8	81	80.9	N/A	N/A
Racial/Ethnic Group										
White	192	100	14.8	48.1	37.2	91.8	88.6	87.2	Yes	Yes
African American	234	100	34.8	46.9	18.4	77.8	69.3	66.7	Yes	Yes
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	97.4	93	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	82.6	76	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	83.3	79.5	I/S	I/S
Disability Status										
Disabled	61	100	43.9	29.8	26.3	59.6	47.6	45.5	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	81.7	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	271	100	33.2	47.9	18.9	78.6	70.6	70.2	Yes	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	275	100	30.8	54.9	14.2	69.2	67.8	67.5
Gender								
Male	128	100	25	57.8	17.2	75	68.2	67
Female	147	100	35.8	52.6	11.7	64.2	67.3	68
Racial/Ethnic Group								
White	123	100	19	62.9	18.1	81	81.5	79.5
African American	145	100	42.3	46.9	10.8	57.7	54.2	50.3
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	91.4	84.3
Hispanic	3	I/S	I/S	I/S	I/S	I/S	61.3	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	35	100	47.1	26.5	26.5	52.9	41.4	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	59.4	59.6
Socio-Economic Status								
Subsidized meals	173	100	45.5	44.8	9.7	54.5	55.3	55.1
Social Studies								
All Students	278	100	15.4	55.7	28.9	84.6	72.3	72.3
Gender								
Male	140	100	18.9	52	29.1	81.1	71.7	71.5
Female	138	100	11.9	59.5	28.6	88.1	73	73.2
Racial/Ethnic Group								
White	120	100	12.4	55.8	31.9	87.6	81.7	80.7
African American	144	100	19.7	56.7	23.6	80.3	62.4	60
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	89.5	88.5
Hispanic	5	I/S	I/S	I/S	I/S	I/S	76.3	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	72.2
Disability Status								
Disabled	41	100	37.8	40.5	21.6	62.2	47.5	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	71.7	67.9
Socio-Economic Status								
Subsidized meals	169	100	21.6	56.1	22.3	78.4	61.8	62.1

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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	School Attendance Rate	District Attendance Rate
Writing										
All Students	444	96.4	15.9	41.2	42.9	84.1	72.6	70.2	95.2	95.6
Gender										
Male	213	96.2	24.5	42.6	33	75.5	66	63.2	95.1	95.4
Female	231	96.5	8.2	39.9	51.9	91.8	79.3	77.5	95.3	95.8
Racial/Ethnic Group										
White	193	97.9	11	35.2	53.8	89	80.9	79.1	95	95.5
African American	233	94.9	21.2	47	31.8	78.8	64.1	57.6	95.2	95.7
Asian/Pacific Islander	11	100	I/S	I/S	I/S	I/S	89.1	86.2	95.7	97.5
Hispanic	5	I/S	I/S	I/S	I/S	I/S	71.6	62.6	96.8	95.1
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	69.2	68.7	98.3	95.9
Disability Status										
Disabled	60	75	44.2	41.9	14	55.8	30.9	26.1	94.2	94.4
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	20
English Proficiency										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	66.3	61.2	96.7	96.1
Socio-Economic Status										
Subsided meals	269	94.8	21.8	43.2	34.9	78.2	62.9	58.9	94.5	95

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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							
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
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
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
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
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

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