

GREENDALE ELEMENTARY

505 South Boundary Ave.
New Ellenton, SC 29809

Grades	PK-5 Elementary School	
Enrollment	407 Students	
Principal	Rebecca M. Koelker	803-652-8170
Superintendent	Dr. Elizabeth Everitt	803-641-2428
Board Chair	Dr. Christine Harkins	803-663-1703

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	Average
2008	Below Average	At-Risk
2007	Average	At-Risk
2006	Average	Below Average

* 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.

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

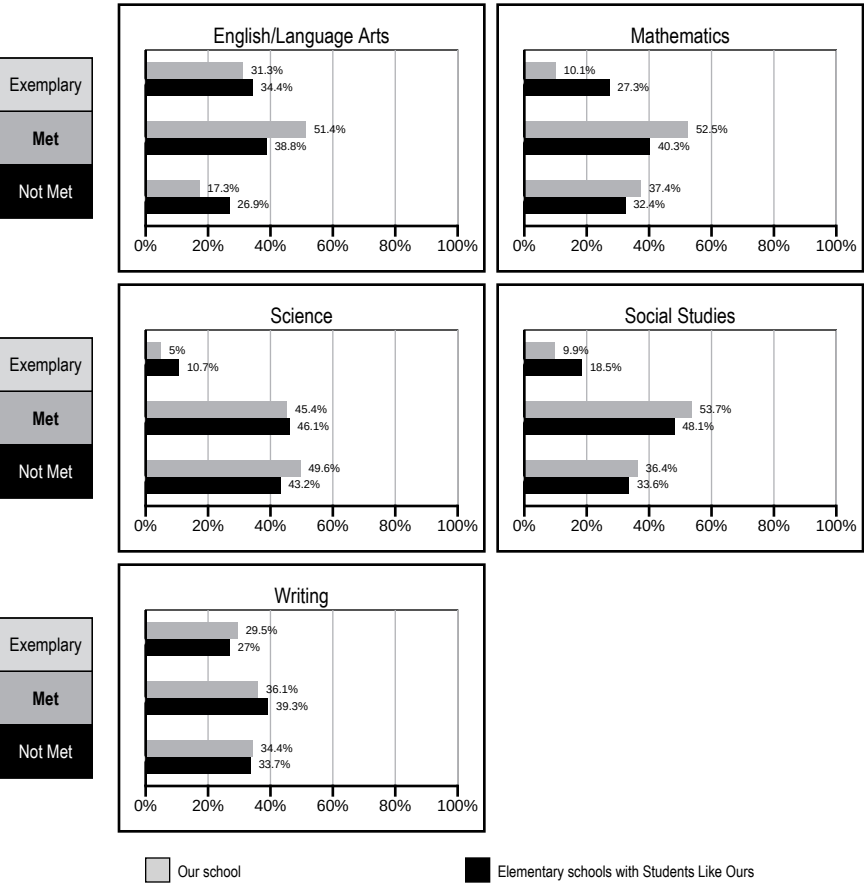
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 93%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	9	94	14	1

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

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=407)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.3%	Down from 3.4%	1.6%	1.2%
Attendance rate	95.7%	Down from 96.0%	95.7%	96.1%
Eligible for gifted and talented	5.3%	Down from 6.6%	9.5%	11.7%
With disabilities other than speech	7.7%	Up from 3.7%	9.1%	8.0%
Older than usual for grade	0.3%	No Change	0.6%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=29)				
Teachers with advanced degrees	55.2%	Up from 51.5%	58.7%	60.5%
Continuing contract teachers	89.7%	Up from 81.8%	84.4%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	91.4%	Down from 92.4%	86.3%	87.0%
Teacher attendance rate	95.0%	Down from 95.4%	94.9%	95.4%
Average teacher salary*	\$47,831	Up 0.5%	\$46,509	\$47,288
Professional development days/teacher	7.5 days	Up from 6.4 days	11.1 days	10.5 days
School				
Principal's years at school	11.0	Up from 10.0	4.0	4.0
Student-teacher ratio in core subjects	20.9 to 1	Up from 17.1 to 1	19.2 to 1	19.2 to 1
Prime instructional time	89.0%	Down from 90.5%	89.9%	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 99.9%	100.0%	100.0%
Character development program	Average	Down from Good	Excellent	Excellent
Dollars spent per pupil**	\$7,486	Up 7.5%	\$7,502	\$7,548
Percent of expenditures for instruction**	71.8%	Down from 73.1%	67.6%	68.7%
Percent of expenditures for teacher salaries**	70.0%	Up from 58.1%	64.5%	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

We are proud of the progress Greendale students have made during the 2009-2010 school year. Greendale students continue to achieve at high levels on the MAP and PASS assessments. Almost all grade levels scored at or above the district average in reading, language, and math. We are proud to have received the State Dept. of Education's Silver Award for closing the achievement gap, based upon the 2009 PASS test scores. 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, surveys, and personal meetings. Parent involvement and effective and regular communication between the school and home will always be a central 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 in general across the curriculum. Greendale has state-of-the-art technology in every classroom and is one of the few buildings in Aiken County that is wireless throughout. Every classroom has a SMART Board, multiple computers (laptops and desktops), a scanner, and printer(s). We have several class sets of SENTEO handheld devices that interact with the computers and SMART Boards. These bring a high level of excitement and instant student engagement to the classroom. At Greendale, interactive technology is an instructional delivery method used in all classrooms. It is a function of literacy in all curriculum areas.

One of the most important goals at Greendale Elementary is to have every student reading and writing on grade level or above by third grade. To reach this goal, we have a fully-implemented Reading Recovery program for at-risk first grade students. This includes two fulltime Reading Recovery teachers who conduct individual Reading Recovery lessons and implement a "Push-In" program for first and second grade students by teaching alongside the regular classroom teacher during the literacy block each day. In addition, our Special Education teacher is fully trained and uses Reading Recovery with many of her students receiving Special Education services. We have always blocked a large portion of each instructional day for uninterrupted literacy instruction and limit the number of 'pull-out' programs to only a few that have proven to be effective. This year, 94% of our first grade students were promoted to second grade reading at or above grade level and 100% of our second grade students were promoted to third 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.

Rebecca M. Koelker, Principal
Paula Simmons, SIC chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	30	62	39
Percent satisfied with learning environment	96.6%	91.8%	86.5%
Percent satisfied with social and physical environment	93.3%	91.9%	78.9%
Percent satisfied with school-home relations	83.3%	93.4%	86.8%

* 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

No Child Left Behind

School Adequate Yearly Progress	YES
---------------------------------	-----

This school met 17 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. 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	1.1%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	2.4%	5.6%

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

* Or greater than last year

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	201	99.5	17.3	51.4	31.3	90.5	85.1	83.5	Yes	Yes
Gender										
Male	113	100	23.1	55.8	21.2	88.5	82.1	80.1	N/A	N/A
Female	88	98.9	9.3	45.3	45.3	93.3	88.2	87	N/A	N/A
Racial/Ethnic Group										
White	67	100	20.3	44.1	35.6	88.1	89.8	89.6	Yes	Yes
African American	107	99.1	17.2	55.6	27.3	90.9	77.6	74.6	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	95.1	92.7	I/S	I/S
Hispanic	22	100	11.8	52.9	35.3	94.1	81.9	79.6	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	93.3	85.1	I/S	I/S
Disability Status										
Disabled	22	95.5	47.1	41.2	11.8	64.7	50.3	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	17	100	6.7	53.3	40	100	81.1	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	151	99.3	19.4	55.2	25.4	90.3	79.4	76.9	Yes	Yes

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

All Students	201	100	37.4	52.5	10.1	77.7	79.8	80.4	Yes	Yes
Gender										
Male	113	100	42.3	49	8.7	69.2	78.1	78.4	N/A	N/A
Female	88	100	30.7	57.3	12	89.3	81.6	82.5	N/A	N/A
Racial/Ethnic Group										
White	67	100	30.5	54.2	15.3	79.7	86.1	87.8	Yes	Yes
African American	107	100	43.4	50.5	6.1	75.8	70	69.3	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	91.4	93.5	I/S	I/S
Hispanic	22	100	23.5	58.8	17.6	82.4	76.9	78.3	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	83.3	83.2	I/S	I/S
Disability Status										
Disabled	22	100	64.7	23.5	11.8	52.9	43.1	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	17	100	20	66.7	13.3	86.7	76.4	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	151	100	39.6	52.2	8.2	76.9	72.1	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	135	100	49.6	45.4	5	50.4	65.3	67.3
Gender								
Male	72	100	50	43.9	6.1	50	65.8	66.9
Female	63	100	49.1	47.2	3.8	50.9	64.8	67.7
Racial/Ethnic Group								
White	49	100	37.2	53.5	9.3	62.8	76.4	79.6
African American	70	100	57.1	39.7	3.2	42.9	48.8	49.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	87.2	84.4
Hispanic	13	100	I/S	I/S	I/S	I/S	53.1	59.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	70.6	69.5
Disability Status								
Disabled	18	100	69.2	23.1	7.7	30.8	29.9	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
English Proficiency								
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	53.7	58.6
Socio-Economic Status								
Subsidized meals	102	100	57.3	39.3	3.4	42.7	53	55.4

Social Studies

All Students	132	100	36.4	53.7	9.9	63.6	66.2	70.9
Gender								
Male	80	100	38.7	48	13.3	61.3	66.5	70.1
Female	52	100	32.6	63	4.3	67.4	66	71.7
Racial/Ethnic Group								
White	43	100	37.5	45	17.5	62.5	73.7	79.2
African American	72	100	39.7	54.4	5.9	60.3	53.7	58.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	80.3	86.8
Hispanic	15	100	16.7	75	8.3	83.3	65.8	68
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	81.8	71.2
Disability Status								
Disabled	14	100	63.6	27.3	9.1	36.4	31.4	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
English Proficiency								
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	65.1	68
Socio-Economic Status								
Subsidized meals	98	100	39.3	53.9	6.7	60.7	55.5	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	202	99.5	34.4	36.1	29.5	65.6	73.1	72.1	95.7	95.9
Gender										
Male	115	100	45.3	34	20.8	54.7	66.6	65.2	95.9	95.8
Female	87	98.9	19.5	39	41.6	80.5	80	79.2	95.5	96
Racial/Ethnic Group										
White	67	100	35	30	35	65	79.8	80.8	94.4	95.7
African American	109	99.1	36.6	37.6	25.7	63.4	62.9	59.7	96.7	96
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	86.4	87	95.7	97.6
Hispanic	22	100	27.8	44.4	27.8	72.2	66.1	64.6	95.8	96.2
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	80.6	73.4	90	96.4
Disability Status										
Disabled	18	94.4	64.3	28.6	7.1	35.7	24.3	27.7	96.1	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	95.6
English Proficiency										
Limited English Proficient	17	100	25	50	25	75	65.3	63.7	95.8	96.5
Socio-Economic Status										
Subsidized meals	153	99.4	36.2	39.1	24.6	63.8	63.6	61.9	95.6	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	55	100	22.2	35.2	42.6	77.8
	4	64	100	24.6	54.4	21.1	75.4
	5	61	100	8.8	50.9	40.4	91.2
	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
2010	3	63	98.4	21.8	30.9	47.3	78.2
	4	66	100	23	57.4	19.7	77
	5	71	100	7.9	63.5	28.6	92.1
	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
Mathematics							
2009	3	55	100	35.2	44.4	20.4	64.8
	4	64	100	15.8	73.7	10.5	84.2
	5	61	100	24.6	54.4	21.1	75.4
	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
2010	3	63	100	49.1	36.4	14.5	50.9
	4	66	100	39.3	52.5	8.2	60.7
	5	71	100	25.4	66.7	7.9	74.6
	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
Science							
2009	3	26	100	42.3	53.8	3.8	57.7
	4	64	100	40.4	57.9	1.8	59.6
	5	31	100	29.6	59.3	11.1	70.4
	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
2010	3	32	100	70.4	14.8	14.8	29.6
	4	66	100	N/A	N/A	N/A	54.1
	5	36	100	38.7	54.8	6.5	61.3
	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

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	29	100	32.1	57.1	10.7	67.9
	4	64	100	33.3	61.4	5.3	66.7
	5	30	100	20	70	10	80
	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
2010	3	31	100	46.4	42.9	10.7	53.6
	4	66	100	31.1	59	9.8	68.9
	5	35	100	37.5	53.1	9.4	62.5
	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
Writing							
2009	3	54	100	29.6	35.2	35.2	70.4
	4	63	100	50	36.2	13.8	50
	5	60	100	14	45.6	40.4	86
	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
2010	3	61	100	41.8	29.1	29.1	58.2
	4	69	98.6	40.6	34.4	25	59.4
	5	72	100	21.9	43.8	34.4	78.1
	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

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample