

GREENDALE ELEMENTARY

505 South Boundary Ave.
New Ellenton, SC 29809

Grades	PK-5 Elementary School	
Enrollment	427 Students	
Principal	Sonya Colvin	803-652-8170
Superintendent	Dr. Elizabeth Everitt	803-641-2428
Board Chair	Ms. Rosemary B. English	803-648-1126

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Average	Good*
2010	Average	Good
2009	Average	Average
2008	Below Average	At-Risk
2007	Average	At-Risk

* The School's 2011 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 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://eoc.sc.gov>

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

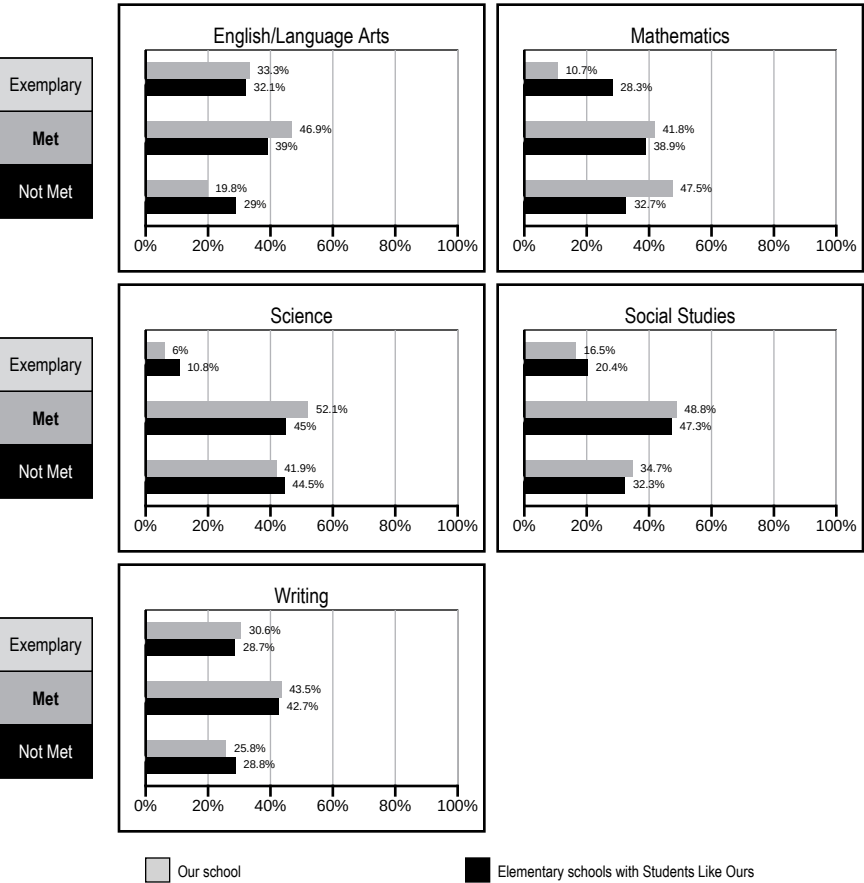
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 96%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
6	12	97	22	5

* Ratings are calculated with data available by 11/09/2011.

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=427)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.5%	Up from 1.3%	1.5%	1.1%
Attendance rate	95.6%	Down from 95.7%	95.9%	96.2%
Served by gifted and talented program	6.3%	Up from 5.3%	8.7%	13.4%
With disabilities other than speech	5.3%	Down from 7.7%	4.5%	4.1%
Older than usual for grade	0.0%	Down from 0.3%	0.5%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.2%	Up from 0.0%	0.0%	0.0%
Teachers (n=34)				
Teachers with advanced degrees	50.0%	Down from 55.2%	61.3%	62.5%
Continuing contract teachers	73.5%	Down from 89.7%	85.7%	88.2%
Teachers returning from previous year	87.2%	Down from 91.4%	86.3%	87.8%
Teacher attendance rate	95.3%	Up from 95.0%	95.1%	95.2%
Average teacher salary*	\$46,409	Down 3.0%	\$45,792	\$46,773
Professional development days/teacher	11.2 days	Up from 7.5 days	10.2 days	10.5 days
School				
Principal's years at school	11.0	No Change	4.0	4.0
Student-teacher ratio in core subjects	18.1 to 1	Down from 20.9 to 1	18.4 to 1	19.9 to 1
Prime instructional time	89.7%	Up from 89.0%	90.0%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Good	Up from Average	Excellent	Excellent
Dollars spent per pupil**	\$7,310	Down 2.4%	\$7,780	\$7,447
Percent of expenditures for instruction**	69.5%	Down from 71.8%	67.8%	68.4%
Percent of expenditures for teacher salaries**	65.7%	Down from 70.0%	64.6%	65.8%

* 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

We are proud of the progress Greendale students have made during the 2010-2011 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 general achievement this year (2010) and in 2007 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, 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, the newly adopted Common Core 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. 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, 95% of our first grade students were promoted to second grade reading at or above grade level and 96% 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	32	65	29
Percent satisfied with learning environment	87.5%	78.5%	75.0%
Percent satisfied with social and physical environment	87.5%	80.0%	78.6%
Percent satisfied with school-home relations	74.2%	90.8%	75.9%

* 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	NO
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This school met 13 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	
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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	0.8%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.4%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.6%	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
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	190	100	20.1	46.9	33	86	82.9	82.4	Yes	Yes
Gender										
Male	110	100	22.1	53.8	24	85.6	79.3	78.7	N/A	N/A
Female	80	100	17.3	37.3	45.3	86.7	86.9	86.2	N/A	N/A
Racial/Ethnic Group										
White	59	100	24.6	28.1	47.4	82.5	87.5	88.9	Yes	Yes
African American	105	100	18.6	55.7	25.8	88.7	75.5	72.9	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	93.3	93	I/S	I/S
Hispanic	24	100	17.4	52.2	30.4	82.6	81.2	79.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	95.7	83	I/S	I/S
Disability Status										
Disabled	24	100	58.3	37.5	4.2	54.2	43.7	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	20	100	20	50	30	85	79.5	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	149	100	22.3	46.8	30.9	84.2	76.8	75.4	Yes	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	190	100	48	41.3	10.6	65.9	80.6	81.9	No	Yes
Gender										
Male	110	100	52.9	38.5	8.7	62.5	79	79.9	N/A	N/A
Female	80	100	41.3	45.3	13.3	70.7	82.3	84.1	N/A	N/A
Racial/Ethnic Group										
White	59	100	40.4	49.1	10.5	71.9	86	88.9	No	Yes
African American	105	100	52.6	37.1	10.3	61.9	71.7	71.4	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	95.5	94.6	I/S	I/S
Hispanic	24	100	43.5	43.5	13	69.6	78.5	81.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	91.5	84.4	I/S	I/S
Disability Status										
Disabled	24	100	N/AV	N/AV	N/AV	25	41.3	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	20	100	45	45	10	75	78.3	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	149	100	51.1	40.3	8.6	64.7	73.6	74.9	No	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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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	129	100	42	52.1	5.9	58	64.8	68.6
Gender								
Male	74	100	44.1	48.5	7.4	55.9	65.1	68.3
Female	55	100	39.2	56.9	3.9	60.8	64.4	68.9
Racial/Ethnic Group								
White	40	100	23.7	71.1	5.3	76.3	74.3	80.7
African American	73	100	54.5	37.9	7.6	45.5	49.3	51.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	84.6	85.3
Hispanic	15	100	N/AV	N/AV	N/AV	71.4	59.8	61.6
American Indian/Alaskan	N/A	N/AV	I/S	I/S	I/S	I/S	83.3	70.8
Disability Status								
Disabled	16	100	N/AV	N/AV	N/AV	37.5	28.2	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
English Proficiency								
Limited English Proficient	14	100	N/AV	N/AV	N/AV	71.4	58.9	60.7
Socio-Economic Status								
Subsidized meals	100	100	48.4	47.3	4.4	51.6	53.6	57.3

Social Studies								
All Students	129	100	35.2	48.4	16.4	64.8	66.7	72.5
Gender								
Male	78	100	36.5	44.6	18.9	63.5	67.1	72
Female	51	100	33.3	54.2	12.5	66.7	66.2	73.1
Racial/Ethnic Group								
White	38	100	27.8	47.2	25	72.2	72.6	81
African American	71	100	40.3	44.8	14.9	59.7	56.9	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	82.8	89
Hispanic	18	100	35.3	58.8	5.9	64.7	67	69.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	79.4	73.5
Disability Status								
Disabled	14	100	N/AV	N/AV	N/AV	35.7	30.6	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
English Proficiency								
Limited English Proficient	15	100	N/AV	N/AV	N/AV	57.1	64.6	69.7
Socio-Economic Status								
Subsidized meals	103	100	39.2	45.4	15.5	60.8	57.8	62.9

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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	68	98.5	25.8	43.5	30.6	74.2	76.1	73.2	95.6	95.9
Gender										
Male	36	100	34.3	40	25.7	65.7	71.4	67.2	95.9	95.9
Female	32	96.9	14.8	48.1	37	85.2	81	79.4	95.2	96
Racial/Ethnic Group										
White	22	100	33.3	33.3	33.3	66.7	82.3	81.5	94.4	95.8
African American	38	97.4	21.2	48.5	30.3	78.8	66.3	61.3	96.5	96.2
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	90.6	87	93.5	96.6
Hispanic	8	I/S	I/S	I/S	I/S	I/S	69.9	66.7	95.5	96.1
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	100	72.2	91.1	95.6
Disability Status										
Disabled	12	91.7	N/AV	N/AV	N/AV	18.2	24.3	26	93.9	94.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	96.2
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	68.6	65.7	95.4	96.4
Socio-Economic Status										
Subsidized meals	52	98.1	28.3	45.7	26.1	71.7	66.2	63.2	95.4	95.4

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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							
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
2011	3	57	100	19.6	41.1	39.3	80.4
	4	67	100	18	45.9	36.1	82
	5	66	100	22.6	53.2	24.2	77.4
	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
Mathematics							
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
2011	3	57	100	58.9	28.6	12.5	41.1
	4	67	100	36.1	52.5	11.5	63.9
	5	66	100	50	41.9	8.1	50
	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
Science							
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
2011	3	29	100	46.4	42.9	10.7	53.6
	4	67	100	45.9	49.2	4.9	54.1
	5	33	100	30	66.7	3.3	70
	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

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
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
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	29	100	37.9	44.8	17.2	62.1
	4	67	100	32.8	49.2	18	67.2
	5	33	100	37.5	50	12.5	62.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	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							
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
2011	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	68	98.5	25.8	43.5	30.6	74.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	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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