



Green Sea Floyds Elementary

5000 Tulip Grove Rd
Green Sea, South Carolina

Grades	PK-5 Elementary School	
Enrollment	635 Students	
Principal	Shirley H. Huggins	843-392-1078
Superintendent	Dr. Cynthia Elsberry	843-488-6700
Board Chair	Will Garland	843-358-8002

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

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

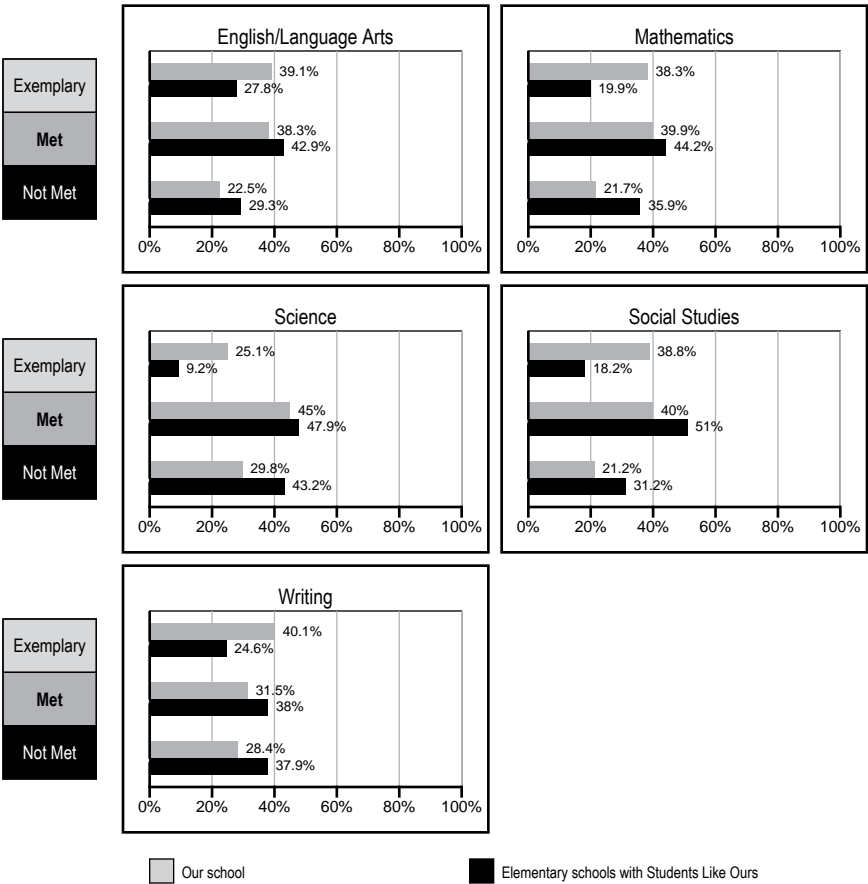
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 96.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	5	82	29	3

* Ratings are calculated with data available by 03/16/2010.

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 a 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=635)				
First graders who attended full-day kindergarten	93.5%	Down from 100.0%	100.0%	100.0%
Retention rate	2.0%	Down from 2.6%	2.5%	1.9%
Attendance rate	95.7%	Up from 95.5%	96.0%	96.3%
Eligible for gifted and talented	11.8%	Down from 13.4%	6.2%	10.0%
With disabilities other than speech	11.3%	Up from 10.1%	9.0%	7.7%
Older than usual for grade	0.4%	No Change	0.7%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.2%	Down from 1.1%	0.0%	0.0%
Teachers (n=54)				
Teachers with advanced degrees	24.1%	Up from 23.5%	57.1%	59.4%
Continuing contract teachers	63.0%	Up from 56.9%	76.5%	80.0%
Teachers with emergency or provisional certificates	2.3%	Down from 2.7%	0.0%	0.0%
Teachers returning from previous year	84.7%	Up from 83.8%	84.5%	85.9%
Teacher attendance rate	94.4%	Up from 93.5%	95.0%	95.1%
Average teacher salary*	\$44,194	Up 3.4%	\$46,058	\$47,149
Professional development days/teacher	19.3 days	Down from 20.4 days	12.1 days	11.1 days
School				
Principal's years at school	25.0	Up from 24.0	4.0	4.0
Student-teacher ratio in core subjects	17.6 to 1	Up from 17.0 to 1	18.0 to 1	18.8 to 1
Prime instructional time	87.9%	Up from 85.5%	89.9%	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	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$9,429	Up 14.4%	\$7,733	\$7,458
Percent of expenditures for instruction**	65.2%	Down from 67.4%	68.1%	68.8%
Percent of expenditures for teacher salaries**	46.1%	Down from 62.3%	62.4%	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

Green Sea Floyds Elementary has embarked on a journey to become a premier school in our county, state, and nation. Our emphasis on improving student achievement is a top priority in our school – along with maintaining an effective, safe, learning environment for all the students. Literacy has become a priority focus for the past two years. We have implemented many initiatives to improve our reading achievement through researched-based instructional strategies to help us close the reading gap. To measure our students' progress on reading, we have used Measuring Academic Progress (MAP) tests in grades 1-5 and DIBELS in kindergarten. From these assessments, students' scores reveal the levels of functioning. Our school was selected to participate in the CORE Reading Program which has provided an on-site consultant who has provided intensive professional development for our staff. Another new initiative is the Imagine It! phonics program. This program provides students with a strong phonics background essential in an effective reading program. Behind our success is the continued implementation of Positive Behavior Intervention Support (PBIS). It has been a banner year for students who received a Gold, Silver, or Bronze award for following the school-wide discipline matrix on Respect, Responsibility, and Relationships. Parents have been actively involved in our school through PTA, SIC, volunteering, mentoring, and serving on the Title I committees. The family school coordinator offered many parenting workshops and a six week program "Active Parenting." We received a \$3000 media center grant to enhance our family literacy nights. The PTA provided funding to offset field trip cost and have purchased SMART Boards. Also, community service learning projects were completed through the Student Council, physical education department, and gifted and talented program. As we continue boarding "The Learning Train," our theme for the year, we will continue our destination of becoming a premier school through learning stations, intensive reading instruction, and expanding Compass Learning to ensure that ALL students become proficient readers. Shirley Huggins, Principal; Zimmie Washington, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	48	71	31
Percent satisfied with learning environment	91.7%	81.4%	80.6%
Percent satisfied with social and physical environment	97.9%	77.5%	83.9%
Percent satisfied with school-home relations	68.8%	85.9%	80.6%

* 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

CSI-HOLD

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	2.4%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	3.3%	5.8%

	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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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	281	100	22.4	38	39.6	87.8	86.5	82.8	Yes	Yes
Gender										
Male	147	100	25	31.6	43.4	86	83.4	79.3	N/A	N/A
Female	134	100	19.3	45.4	35.3	89.9	89.7	86.5	N/A	N/A
Racial/Ethnic Group										
White	141	100	13.4	36.6	50	94.8	91	89.5	Yes	Yes
African American	118	100	30.5	40	29.5	80	74.8	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	87	92.3	I/S	I/S
Hispanic	17	100	46.2	38.5	15.4	84.6	78.4	76.5	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	87.5	82.5	I/S	I/S
Disability Status										
Disabled	61	100	44	36	20	74	63.1	52	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	16	100	50	41.7	8.3	83.3	74.2	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	239	100	24.4	42.7	32.9	86.9	81.6	75.5	Yes	Yes

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

All Students	281	100	21.6	39.6	38.8	83.5	83.7	78.9	Yes	Yes
Gender										
Male	147	100	20.6	41.9	37.5	86	81.9	77	N/A	N/A
Female	134	100	22.7	37	40.3	80.7	85.5	80.9	N/A	N/A
Racial/Ethnic Group										
White	141	100	10.4	37.3	52.2	91	89.2	87.2	Yes	Yes
African American	118	100	35.2	41	23.8	75.2	68	66.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	89.7	93	I/S	I/S
Hispanic	17	100	23.1	53.8	23.1	76.9	78.1	76	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	81.9	79.5	I/S	I/S
Disability Status										
Disabled	61	100	52	32	16	58	53.2	45.5	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	16	100	25	58.3	16.7	75	76	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	239	100	23.9	42.3	33.8	82.2	77.3	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	194	100	29.5	44.5	26	70.5	73.1	67.5
Gender								
Male	101	100	28.6	44	27.5	71.4	72.2	67
Female	93	100	30.5	45.1	24.4	69.5	73.9	68
Racial/Ethnic Group								
White	97	100	14.3	45.1	40.7	85.7	80.8	79.5
African American	81	100	45.7	42.9	11.4	54.3	51.8	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	81.1	84.3
Hispanic	12	100	I/S	I/S	I/S	I/S	60.9	60.7
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	72.9	71.2
Disability Status								
Disabled	42	100	54.5	36.4	9.1	45.5	40.3	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	12	100	I/S	I/S	I/S	I/S	57.3	59.6
Socio-Economic Status								
Subsided meals	168	100	30.6	49.7	19.7	69.4	64.3	55.1
Social Studies								
All Students	189	99.5	21.1	39.8	39.2	78.9	76.4	72.3
Gender								
Male	96	99	18.9	44.4	36.7	81.1	75.6	71.5
Female	93	100	23.5	34.6	42	76.5	77.3	73.2
Racial/Ethnic Group								
White	105	99.1	15	34	51	85	82.4	80.7
African American	70	100	31.1	45.9	23	68.9	59.2	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	85.7	88.5
Hispanic	12	100	I/S	I/S	I/S	I/S	71.4	68
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	77.5	72.2
Disability Status								
Disabled	40	97.5	41.9	45.2	12.9	58.1	47.9	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	11	100	I/S	I/S	I/S	I/S	68.3	67.9
Socio-Economic Status								
Subsided meals	156	99.4	23.9	44.9	31.2	76.1	68.7	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	282	97.9	28.4	31.5	40.1	71.6	76.3	70.2	95.7	96
Gender										
Male	147	96.6	33.6	34.3	32.1	66.4	69.4	63.2	95.9	96
Female	135	99.3	22.5	28.3	49.2	77.5	83.3	77.5	95.6	96.1
Racial/Ethnic Group										
White	141	98.6	19.3	28.9	51.9	80.7	82.4	79.1	95.4	95.7
African American	118	97.5	39.6	33	27.4	60.4	59.4	57.6	96.3	96.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	83.1	86.2	93.3	97.2
Hispanic	18	100	30.8	53.8	15.4	69.2	67.7	62.6	95.7	96.8
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	77.3	68.7	93.6	95.4
Disability Status										
Disabled	56	89.3	76.1	13	10.9	23.9	34.2	26.1	94.9	95.4
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	96.6
English Proficiency										
Limited English Proficient	17	100	33.3	58.3	8.3	66.7	64.6	61.2	95.9	97.1
Socio-Economic Status										
Subsided meals	241	97.5	31.5	32.9	35.6	68.5	68.2	58.9	95.7	95.7

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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	103	100	18.8	31.3	50	81.3
	4	102	100	19.1	34.8	46.1	80.9
	5	76	100	31.4	51.4	17.1	68.6
	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							
2009	3	103	100	29.2	32.3	38.5	70.8
	4	102	100	10.1	40.4	49.4	89.9
	5	76	100	25.7	48.6	25.7	74.3
	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							
2009	3	53	100	34.7	40.8	24.5	65.3
	4	102	100	19.1	46.1	34.8	80.9
	5	39	100	48.6	45.7	5.7	51.4
	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
Social Studies							
2009	3	51	100	21.3	38.3	40.4	78.7
	4	101	100	7.9	42.7	49.4	92.1
	5	37	97.3	54.3	34.3	11.4	45.7
	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
Writing							
2009	3	103	99	32	15.5	52.6	68
	4	102	97.1	22.2	35.6	42.2	77.8
	5	77	97.4	31.4	48.6	20	68.6
	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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