



GREEN SEA FLOYDS ELEMENTARY

5000 Tulip Grove Rd
Green Sea, South Carolina

Grades	PK-5 Elementary School	
Enrollment	643 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 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Good	Below Average
2009	Good	Average
2008	Average	Below Average
2007	Average	Average
2006	Average	Below Average

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

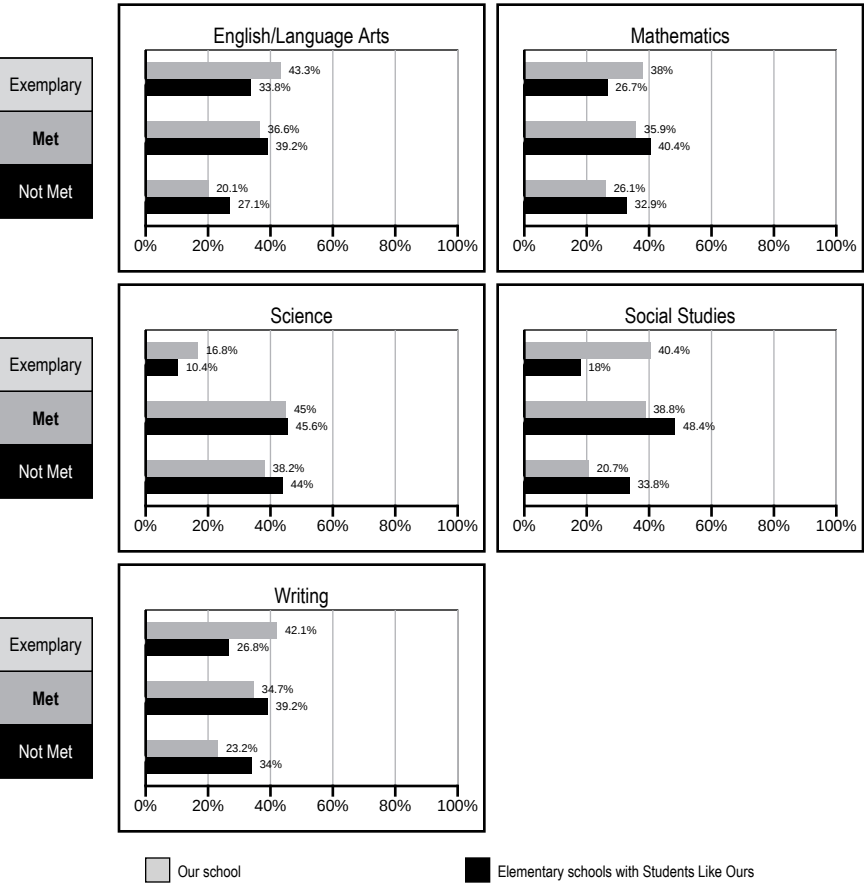
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 96.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	8	91	15	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=643)				
First graders who attended full-day kindergarten	100.0%	Up from 93.5%	100.0%	100.0%
Retention rate	0.7%	Down from 2.0%	1.6%	1.2%
Attendance rate	95.2%	Down from 95.7%	95.7%	96.1%
Eligible for gifted and talented	13.2%	Up from 11.8%	9.1%	11.7%
With disabilities other than speech	11.5%	Up from 11.3%	9.1%	8.0%
Older than usual for grade	0.2%	Down from 0.4%	0.6%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.3%	Up from 0.2%	0.0%	0.0%
Teachers (n=45)				
Teachers with advanced degrees	31.1%	Up from 24.1%	58.3%	60.5%
Continuing contract teachers	84.4%	Up from 63.0%	84.2%	84.6%
Teachers with emergency or provisional certificates	2.4%	Up from 2.3%	0.0%	0.0%
Teachers returning from previous year	83.4%	Down from 84.7%	86.3%	87.0%
Teacher attendance rate	92.2%	Down from 94.4%	94.9%	95.4%
Average teacher salary*	\$43,960	Down 0.5%	\$46,502	\$47,288
Professional development days/teacher	27.6 days	Up from 19.3 days	11.1 days	10.5 days
School				
Principal's years at school	26.0	Up from 25.0	4.0	4.0
Student-teacher ratio in core subjects	21.1 to 1	Up from 17.6 to 1	19.2 to 1	19.2 to 1
Prime instructional time	83.4%	Down from 87.9%	90.0%	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	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$10,379	Up 10.1%	\$7,554	\$7,548
Percent of expenditures for instruction**	66.6%	Up from 65.2%	67.6%	68.7%
Percent of expenditures for teacher salaries**	61.3%	Up from 46.1%	64.5%	65.1%

* 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 is blessed to have a caring community filled with parents and community support along with a school staff and students who have embarked on the journey of becoming a premier school in our county, state, and nation. We adopted the theme, "On Board the Learning Train", with a burning passion to meet AYP (Adequate Yearly Progress) and improve our Absolute Rating on the SC Annual School Report Card Summary. It has always been our goal to meet AYP and improve our report card rating.

Many instructional initiatives and practices have been implemented as we have continued our journey to the summit of the mountain – a premier school. School-wide instructional initiatives, including professional development with an Everyday Math consultant, a CORE reading consultant, and monthly technology workshops, Literacy workstations, which are developed around the five big ideas of reading (vocabulary, comprehension, phonics, phonemic awareness, and fluency), are a major part of our reading program. Additional reading initiatives are three Reading Recovery teachers who work one-on-one with at-risk first graders. BURST and Passport are new reading intervention programs which provide small group instruction to at-risk students to help them become fluent readers. Around forty students attended the after school Ticket-to-Read computer program of Passport twice a week. The Imagine It! phonics program is implemented in child development through third grade. Notebooking is utilized in grades 2 – 5 to enhance the science and social studies curriculum. Progress monitoring to determine students' academic growth and the need for differentiation of instruction is done three times annually through DIBELS and MAP. Social skills, civic responsibility, and behavioral expectations are taught through the service learning projects sponsored by the student council who collected food for needy families. Over \$1,100 was collected by the students for Pennies for Patients. The PBIS (Positive Behavior Intervention Support) program has a school-wide matrix which emphasizes expected behavior with an emphasis on the three R's: Respect, Responsibility, and Relationships. Mentors from Coastal Carolina University contributed 48 hours of volunteer service. The Peer Pals Program consisted of 70 fifth grade students working with younger students. Our PTA funds our Super Student celebration with incentives and programs. Each 9 weeks, an average of 73% of our students earned this for academic achievement and good behavior. The PTA also continues to support the school by raising funds for our various projects. Dogwood Hill Baptist Church provided the Good News Club. The only new initiatives for 2010-2011 are to implement EDM Calendar Math in child development through second grade and to provide a 10 – 15 minute phonics/vocabulary block in 4th and 5th grade. As we journey to reach the summit, we want you to become more involved in our Title I parenting program which provides lots of materials and books for check out. Parenting workshops are offered from September – April.

Your continued support will help us travel faster in becoming a premier school.

Shirley Huggins, Principal
Zimmie Washington, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	43	93	46
Percent satisfied with learning environment	81.4%	91.4%	91.1%
Percent satisfied with social and physical environment	93.0%	76.3%	84.4%
Percent satisfied with school-home relations	53.5%	90.3%	91.3%

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

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School Adequate Yearly Progress	YES
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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	
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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	2.0%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	2.0%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.2%	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 = 58.8% (Met or Exemplary)

All Students	311	99.7	19.4	36	44.6	91	85.4	83.5	Yes	Yes
Gender										
Male	161	100	19.1	34.9	46.1	90.8	82	80.1	N/A	N/A
Female	150	99.3	19.7	37.2	43.1	91.2	88.8	87	N/A	N/A
Racial/Ethnic Group										
White	168	100	9.4	33.8	56.9	95	89.5	89.6	Yes	Yes
African American	118	100	29.5	41	29.5	85.7	73.7	74.6	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	90.7	92.7	I/S	I/S
Hispanic	18	100	44.4	33.3	22.2	88.9	82.1	79.6	I/S	I/S
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	81.5	85.1	I/S	I/S
Disability Status										
Disabled	67	98.5	36.7	28.3	35	80	58.2	51.7	Yes	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	17	100	47.1	29.4	23.5	88.2	80.6	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	257	99.6	21.9	38.8	39.2	90.3	80.5	76.9	Yes	Yes

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

All Students	311	99.7	25.3	35.3	39.4	84.1	84.2	80.4	Yes	Yes
Gender										
Male	161	100	22.4	36.2	41.4	84.2	82.2	78.4	N/A	N/A
Female	150	99.3	28.5	34.3	37.2	83.9	86.3	82.5	N/A	N/A
Racial/Ethnic Group										
White	168	100	15	33.8	51.3	91.9	89.5	87.8	Yes	Yes
African American	118	100	38.1	39	22.9	75.2	69.8	69.3	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	94.1	93.5	I/S	I/S
Hispanic	18	100	38.9	33.3	27.8	72.2	78.3	78.3	I/S	I/S
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	82.7	83.2	I/S	I/S
Disability Status										
Disabled	67	98.5	50	28.3	21.7	58.3	53.9	46.1	Yes	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	17	100	41.2	35.3	23.5	70.6	78.7	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	257	99.6	27.4	38.8	33.8	82.7	78.5	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	208	99.5	37.5	44.8	17.7	62.5	71.8	67.3
Gender								
Male	108	100	31	51	18	69	71.7	66.9
Female	100	99	44.6	38	17.4	55.4	71.9	67.7
Racial/Ethnic Group								
White	107	100	23	50	27	77	80.4	79.6
African American	83	98.8	52.7	41.9	5.4	47.3	48.8	49.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	81.9	84.4
Hispanic	15	100	53.3	26.7	20	46.7	61.9	59.4
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	80	69.5
Disability Status								
Disabled	45	97.8	61.5	33.3	5.1	38.5	37.2	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	14	100	57.1	28.6	14.3	42.9	59.1	58.6
Socio-Economic Status								
Subsidized meals	173	99.4	41.5	44.7	13.8	58.5	63	55.4

Social Studies

All Students	205	99	20	38.4	41.6	80	75.3	70.9
Gender								
Male	108	98.2	18.6	34.3	47.1	81.4	74.2	70.1
Female	97	100	21.6	43.2	35.2	78.4	76.5	71.7
Racial/Ethnic Group								
White	110	100	12.3	37.7	50	87.7	80.5	79.2
African American	80	97.5	33.3	42	24.6	66.7	59.7	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	89.9	86.8
Hispanic	11	100	N/A	N/A	N/A	100	74	68
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	66	71.2
Disability Status								
Disabled	47	95.7	42.5	22.5	35	57.5	43.7	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	72.8	68
Socio-Economic Status								
Subsidized meals	169	98.8	22.6	41.9	35.5	77.4	68	60.8

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	School Attendance Rate	District Attendance Rate
Writing										
All Students	312	98.1	23.2	34.7	42.1	76.8	76.8	72.1	95.2	95.8
Gender										
Male	159	96.9	29.1	32.4	38.5	70.9	69.9	65.2	95.2	95.7
Female	153	99.4	16.8	37.2	46	83.2	83.9	79.2	95.2	95.8
Racial/Ethnic Group										
White	167	100	15.5	26.7	57.8	84.5	83.2	80.8	94.9	95.5
African American	120	95	35.4	43.4	21.2	64.6	59.2	59.7	95.9	96.2
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	85.2	87	93.3	96.9
Hispanic	18	100	16.7	61.1	22.2	83.3	69.7	64.6	95.7	96.4
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	70.6	73.4	91.9	94.1
Disability Status										
Disabled	65	90.8	65.5	23.6	10.9	34.5	34.3	27.7	95.5	95.3
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	17	100	17.6	58.8	23.5	82.4	67.2	63.7	95.7	96.7
Socio-Economic Status										
Subsidized meals	255	97.7	25.1	39	35.9	74.9	68.9	61.9	95.1	95.5

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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
2010	3	102	100	9.3	21.6	69.1	90.7
	4	103	99	24.2	42.1	33.7	75.8
	5	106	100	24.7	44.3	30.9	75.3
	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
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
2010	3	102	100	23.7	26.8	49.5	76.3
	4	103	99	22.1	37.9	40	77.9
	5	106	100	29.9	41.2	28.9	70.1
	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
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
2010	3	53	98.1	38.8	32.7	28.6	61.2
	4	102	100	25.3	55.8	18.9	74.7
	5	53	100	60.4	35.4	4.2	39.6
	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

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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							
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
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	50	98	12.8	34	53.2	87.2
	4	102	100	13.7	41.1	45.3	86.3
	5	53	98.1	39.6	37.5	22.9	60.4
	6	0	N/A	N/A	N/A	N/A	N/A
2011	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	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
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	103	96.1	20.4	25.8	53.8	79.6
	4	101	99	23.2	47.4	29.5	76.8
	5	108	99.1	25.8	30.9	43.3	74.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	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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