



## Green Sea Floyds Elementary

5000 Tulip Grove Rd  
Green Sea, South Carolina

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	631 Students	
<b>Principal</b>	Shirley H. Huggins	843-392-1078
<b>Superintendent</b>	Dr. Cynthia Elsberry	843-488-6700
<b>Board Chair</b>	Will Garland	843-358-8002

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Average</b>	<b>Below Average</b>
2007	Average	Average
2006	Average	Below Average
2005	Average	At-Risk
2004	Good	Below Average

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

**Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating**

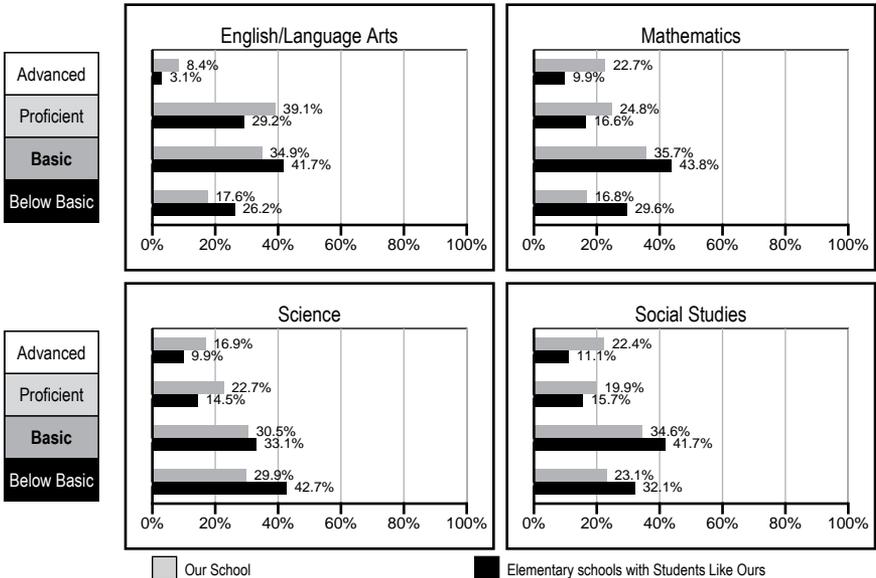
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 95.4%

**ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
0	0	21	62	9

\* Ratings are calculated with data available by September 30.

**Palmetto Achievement Challenge Tests (PACT)**



\* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

**Definition of Critical Terms**

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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
<b>Students (n=631)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.6%	Up from 1.5%	2.8%	2.3%
Attendance rate	95.5%	Up from 95.4%	96.0%	96.3%
Eligible for gifted and talented	13.4%	Down from 17.1%	6.5%	10.4%
With disabilities other than speech	10.1%	Down from 10.8%	8.9%	7.5%
Older than usual for grade	0.4%	Down from 1.2%	1.0%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.1%	Up from 0.4%	0.0%	0.0%
<b>Teachers (n=51)</b>				
Teachers with advanced degrees	23.5%	Down from 39.2%	53.8%	56.7%
Continuing contract teachers	56.9%	Down from 72.5%	75.7%	77.3%
Teachers with emergency or provisional certificates	2.7%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	83.8%	Down from 90.5%	86.0%	86.4%
Teacher attendance rate	93.5%	Down from 93.9%	94.8%	94.9%
Average teacher salary	\$42,749	Down 4.0%	\$44,455	\$45,345
Professional development days/teacher	20.4 days	Up from 16.1 days	12.9 days	12.6 days
<b>School</b>				
Principal's years at school	24.0	Up from 23.0	3.5	4.0
Student-teacher ratio in core subjects	17.0 to 1	Down from 19.6 to 1	18.1 to 1	18.5 to 1
Prime instructional time	85.5%	Down from 88.0%	89.0%	89.8%
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	Up from Average	Excellent	Excellent
Dollars spent per pupil*	\$8,245	Up 24.8%	\$7,368	\$7,052
Percent of expenditures for instruction*	67.4%	Down from 72.0%	69.1%	69.1%
Percent of expenditures for teacher salaries*	62.3%	Down from 68.9%	63.9%	64.2%

\* Prior year audited financial data are reported.

## Abbreviations for Missing Data

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## Report of Principal and School Improvement Council

Green Sea Floyds Elementary is honored to share with you our 2008 School Report Card. Our school is on an adventurous journey towards fulfilling the school's mission of providing a rigorous, results-driven curriculum that ensures the academic, social, emotional, and physical development of all students, preparing them to reach their full potential as responsible and productive members of society. We are striving hard to achieve our mission, and the following information will reveal some of our accomplishments in this process to become a premier school.

Each year, our students participate in a math competition on which they have to score 85% mastery. At our Math Celebration, we honored 194 students who earned their math awards. This was an increase from 169 who met their goal the previous year. Reading goals are also established for each grade level, and 72 students met their respective grade level goals. The Super Student Recognition Program recognizes quarterly those students who are doing well academically and are following the 3 R's of Respect, Responsibility, and Relationships. Last year was a record year with an average of 454 students receiving a bronze, silver, or gold award each nine week period.

Another strategy that has moved us forward this year has been our MAP (Measuring Academic Progress) test results. MAP growth goals are established each year for the students in grades first through fifth grade.

Our staff has been involved in professional development and curriculum planning on which all our successes depend. The main focus has been literacy and encouraging students to read nightly for at least 20 minutes. Academic achievement in reading will sky rocket with this one strategy alone. If we are to reach the status of a premier school, we must continue this initiative. Another professional development that has contributed to our results in math is the training provided by a math consultant. Science kits have been utilized effectively by the teachers to teach the state's science standards.

We have offered many workshops to enhance parenting skills which have impacted student achievement. Family Reading Night has been offered for parents to read with their children. The computer labs have provided opportunities for students to improve their math and reading skills. Also, we had 13 fifth grade students participate in the online Pre-Algebra course.

Other businesses, local agencies, and organizations have given additional support to increase student learning. Our PTA has purchased Smartboards, which has made learning more engaging and interactive. Volunteers have been a catalyst for academic improvement. Coastal Carolina University has contributed to our school's progress through providing teacher interns and mentors.

As we focus on becoming a premier school in 2009, we will strive to assure that ALL students become proficient readers through providing learning stations, small learning groups, Compass Learning, and Headsprout. We will equip students with problem-solving skills and teach them to be respectful, responsible, and builders of relationships.

Shirley Huggins, Principal  
Kevin Lovett, SIC Chair

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	51	68	44
Percent satisfied with learning environment	90.0%	79.4%	79.1%
Percent satisfied with social and physical environment	96.0%	79.4%	93.2%
Percent satisfied with school-home relations	70.0%	73.5%	71.4%

\* 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

This school met 19 out of 20 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. Sanction: Implement the restructuring plan.
DELAY	<b>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."</b>
HOLD	<b>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."</b>

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	3.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	0.9%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.9%	0.0%	No
Student attendance rate	95.5%	94.0%	Yes

\* Or greater than last year

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## PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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## English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	262	99.6	17.2	34.9	39.1	8.8	57.6	57.2	48.2	Yes	Yes
<b>Gender</b>											
Male	132	100	18.2	39.7	34.7	7.4	51.2	50.3	41.7	N/A	N/A
Female	130	99.2	16.2	29.9	43.6	10.3	64.1	64.4	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	143	100	7.8	29.5	48.8	14	71.3	65.4	60	Yes	Yes
African American	106	99.1	28.9	41.2	27.8	2.1	40.2	34.7	31.7	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	73	70.4	I/S	I/S
Hispanic	12	100	18.2	45.5	27.3	9.1	54.5	43.1	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	47	47	I/S	I/S
<b>Disability Status</b>											
Disabled	48	97.9	59	28.2	10.3	2.6	17.9	21.7	16	I/S	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	I/S	39.1	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	214	99.5	20.4	38.2	34	7.3	51.8	44.9	34	Yes	Yes

## Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	262	100	16.7	35.6	24.7	23	61.1	56.4	45.8	Yes	Yes
<b>Gender</b>											
Male	132	100	16.5	31.4	27.3	24.8	63.6	55.9	45.6	N/A	N/A
Female	130	100	16.9	39.8	22	21.2	58.5	57	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	143	100	7	31	30.2	31.8	76	65.2	59	Yes	Yes
African American	106	100	28.6	40.8	17.3	13.3	44.9	31.6	26.9	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	75	71.3	I/S	I/S
Hispanic	12	100	18.2	45.5	27.3	9.1	36.4	42.6	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	48.5	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	48	100	60	22.5	10	7.5	22.5	20.8	17.1	No	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	I/S	41	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	214	100	20.8	39.6	20.3	19.3	54.7	43.9	31.4	Yes	Yes

\* Adj - Adjusted to account for natural variation in performance.

## Abbreviations for Missing Data

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## PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
<b>Science</b>											
All Students	169	100	29.7	30.3	22.6	17.4	40	41.4	35.7	95.5	96.3
<b>Gender</b>											
Male	84	100	29.5	24.4	26.9	19.2	46.2	43.8	37.4	95.5	96.2
Female	85	100	29.9	36.4	18.2	15.6	33.8	39	33.8	95.6	96.4
<b>Racial/Ethnic Group</b>											
White	95	100	15.3	29.4	28.2	27.1	55.3	50.4	49.2	95.3	96.1
African American	69	100	45.5	33.3	16.7	4.5	21.2	16.7	17	96	96.7
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	63.8	58	92.2	97.4
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	26.2	24.9	94.9	96.8
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	28.3	37.4	92.9	95.5
<b>Disability Status</b>											
Disabled	31	100	76	4	4	16	20	15.2	14	94.8	95.7
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	99.4
<b>English Proficiency</b>											
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	22.7	24.4	94.6	97
<b>Socio-Economic Status</b>											
Subsided meals	141	100	33.9	32.3	22	11.8	33.9	28.8	21.1	95.4	96
<b>Social Studies</b>											
All Students	170	100	23.1	34.6	19.9	22.4	42.3	41.6	34	95.5	96.3
<b>Gender</b>											
Male	90	100	15.5	33.3	25	26.2	51.2	45.3	36.6	95.5	96.2
Female	80	100	31.9	36.1	13.9	18.1	31.9	37.8	31.3	95.6	96.4
<b>Racial/Ethnic Group</b>											
White	87	100	17.5	27.5	18.8	36.3	55	48.6	44.5	95.3	96.1
African American	74	100	28.4	43.3	20.9	7.5	28.4	20.7	19.1	96	96.7
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	57.2	58.9	92.2	97.4
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	33.9	27.5	94.9	96.8
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	39.1	32.7	92.9	95.5
<b>Disability Status</b>											
Disabled	32	100	51.9	33.3	7.4	7.4	14.8	17.1	14.4	94.8	95.7
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	99.4
<b>English Proficiency</b>											
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	30.8	27.3	94.6	97
<b>Socio-Economic Status</b>											
Subsided meals	139	100	25.4	38.1	18.3	18.3	36.5	29.8	21	95.4	96

\* Adj - 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

## PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*	
<b>English/Language Arts</b>									
<b>2007</b>	3	79	100	16.2	32.4	44.6	6.8	51.4	
	4	91	98.9	9.8	39	39	12.2	51.2	
	5	84	100	35.4	44.3	16.5	3.8	20.3	
	6	112	100	23.4	41.4	30.6	4.5	35.1	
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	96	100	10.3	17.2	50.6	21.8	72.4	
	4	77	98.7	16.9	42.3	39.4	1.4	40.8	
	5	89	100	25	47.5	26.3	1.3	27.5	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
<b>Mathematics</b>									
<b>2007</b>	3	79	100	14.9	55.4	23	6.8	29.7	
	4	91	100	16.9	26.5	20.5	36.1	56.6	
	5	84	100	26.6	51.9	15.2	6.3	21.5	
	6	112	100	13.5	40.5	30.6	15.3	45.9	
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	96	100	14.9	43.7	18.4	23	41.4	
	4	77	100	16.7	30.6	26.4	26.4	52.8	
	5	89	100	18.8	31.3	30	20	50	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
<b>Science</b>									
<b>2007</b>	3	39	100	55.3	31.6	10.5	2.6	13.2	
	4	91	100	32.9	29.3	23.2	14.6	37.8	
	5	41	100	60.5	28.9	10.5	0	10.5	
	6	57	100	53.6	25	10.7	10.7	21.4	
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	47	100	14	41.9	32.6	11.6	44.2	
	4	77	100	23.6	29.2	26.4	20.8	47.2	
	5	45	100	57.5	20	5	17.5	22.5	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
<b>Social Studies</b>									
<b>2007</b>	3	40	100	25	63.9	11.1	0	11.1	
	4	91	100	30.5	31.7	24.4	13.4	37.8	
	5	43	100	74.4	17.9	5.1	2.6	7.7	
	6	56	100	28.3	41.5	22.6	7.5	30.2	
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	49	100	11.4	34.1	18.2	36.4	54.5	
	4	77	100	20.8	34.7	23.6	20.8	44.4	
	5	44	100	40	35	15	10	25	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	

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