



Green Sea Floyds High

4990 Tulip Grove Road
Green Sea, South Carolina

Grades	6-12 Middle School	
Enrollment	664 Students	
Principal	R.L. "Chip" Hennecy, Jr.,	843-392-3131
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	Average	Average
2008	Below Average	At-Risk
2007	Below Average	At-Risk
2006	Average	At-Risk
2005	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

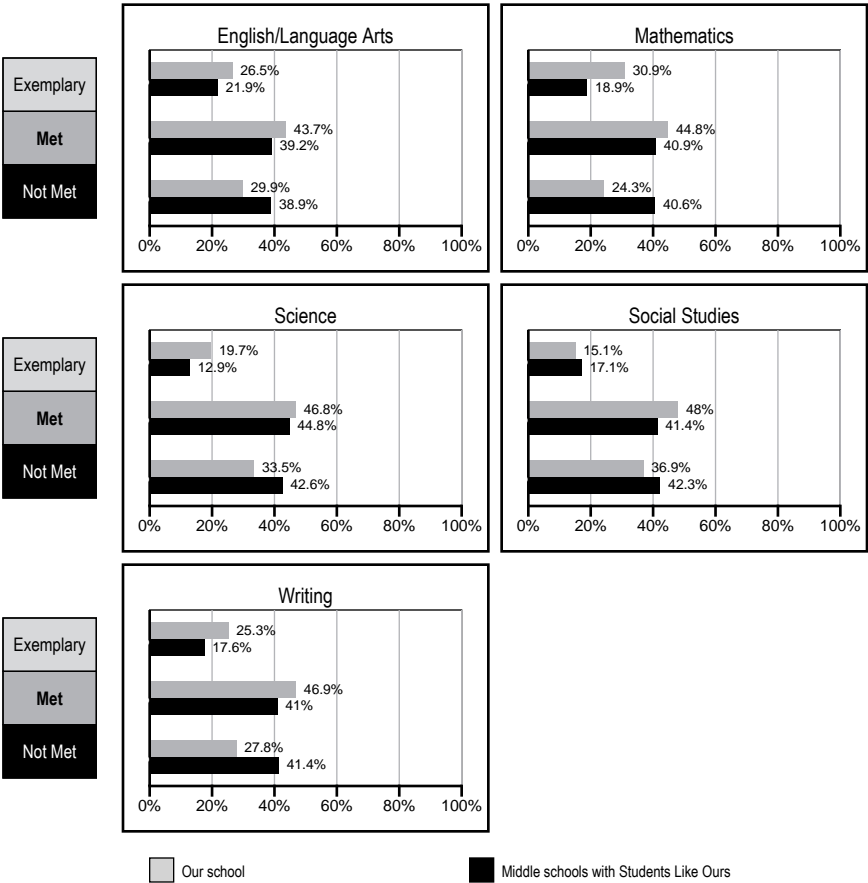
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 97.4%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	25	15	3

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

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle 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

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	100.0	91.2
English 1	N/A	89.5
Physical Science	N/A	94.8
US History and the Constitution	N/A	N/A
All Subjects	100.0	91.0

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=664)				
Students enrolled in high school credit courses (grades 7 & 8)	14.9%	Down from 15.8%	18.5%	21.6%
Retention rate	3.1%	Up from 1.7%	1.8%	1.2%
Attendance rate	95.7%	Down from 96.0%	95.4%	95.9%
Eligible for gifted and talented	20.5%	Down from 22.5%	10.6%	14.8%
With disabilities other than speech	18.4%	Down from 18.6%	15.3%	12.6%
Older than usual for grade	6.3%	Up from 5.7%	4.0%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	2.1%	Down from 4.0%	1.1%	0.6%
Annual dropout rate	0.9%	No Change	0.0%	0.0%
Teachers (n=53)				
Teachers with advanced degrees	50.9%	Up from 49.0%	57.0%	56.9%
Continuing contract teachers	81.1%	Up from 74.5%	68.2%	72.7%
Teachers with emergency or provisional certificates	3.8%	Down from 8.3%	9.0%	5.3%
Teachers returning from previous year	88.7%	Down from 88.9%	78.5%	82.9%
Teacher attendance rate	93.8%	No Change	95.3%	95.2%
Average teacher salary*	\$53,803	Up 5.6%	\$46,013	\$46,599
Professional development days/teacher	12.4 days	Up from 9.9 days	12.0 days	10.8 days
School				
Principal's years at school	2.0	Up from 1.0	3.0	3.0
Student-teacher ratio in core subjects	16.9 to 1	Down from 21.6 to 1	19.1 to 1	20.1 to 1
Prime instructional time	87.7%	Down from 88.0%	89.9%	89.9%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	79.2%	Down from 100.0%	97.7%	97.8%
Character development program	Good	Up from Average	Good	Good
Dollars spent per pupil**	\$11,891	Up 3.9%	\$8,138	\$7,645
Percent of expenditures for instruction**	58.6%	Up from 58.3%	62.6%	63.4%
Percent of expenditures for teacher salaries**	42.3%	Down from 52.9%	55.2%	57.0%

* Includes current year teachers contracted for 185 or more days.

** 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 High School made significant strides in the 2008-09 school year. Our senior class of ninety-one graduates accumulated an impressive \$1,118,546 in scholarships including 21 LIFE, one HOPE, two Palmetto Fellows, and various other accolades. Our graduating class has a multitude of aspirations which range from attending two-year colleges (43%), attending a four year college (29%), seeking immediate employment (15%), and joining the armed forces (13%). The administration, teachers, and staff worked diligently to ensure that our students are properly prepared to compete in a global society. In doing so, teachers utilized Measures of Academic Progress (MAP) data to drive instruction addressing student weaknesses while capitalizing on their strengths. Middle school students made impressive gains on MAP assessments which indicate future academic success. Additionally, all ninth and tenth grade students were served in yearlong English and math classes in an effort to afford them daily, intensive, and explicit standards based instruction to fully prepare them for high stakes assessments such as HSAP and EOC. The US News and World Report recognized GSFHS as one of "America's Best High Schools." During this year, several students participated in a cutting edge online web design course. Our girls' tennis team won the lower state championship for the second consecutive year, and two seniors signed to play baseball at the collegiate level. Failure is not an option: Believe, Achieve, Succeed. These words emanate within the halls of Green Sea Floyds High School. Our continuous goals involve increasing graduation rates and improving student achievement and attendance. The administration, staff, students, and community worked diligently to make 2008-09 a successful year, and everyone anticipates significant accomplishments in the 2009-10 school year. R.L. "Chip" Hennecy, Jr. Ed.D., Principal; Sherry Worley, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	52	89	89
Percent satisfied with learning environment	94.2%	77.3%	84.3%
Percent satisfied with social and physical environment	96.0%	81.8%	77.5%
Percent satisfied with school-home relations	75.0%	84.1%	75.9%

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

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 11 out of 13 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	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	3.4%	0.0%	No
Student attendance rate	95.7%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

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	288	100	29.5	43.2	27.3	80.8	86.5	82.8	No	Yes
Gender										
Male	144	100	33.1	35.3	31.6	80.1	83.4	79.3	N/A	N/A
Female	144	100	25.9	51.1	23	81.5	89.7	86.5	N/A	N/A
Racial/Ethnic Group										
White	177	100	18.7	48.2	33.1	89.2	91	89.5	Yes	Yes
African American	97	100	50	33.7	16.3	63	74.8	73.7	I/S	I/S
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	87	92.3	I/S	I/S
Hispanic	13	100	25	50	25	100	78.4	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	87.5	82.5	I/S	I/S
Disability Status										
Disabled	54	100	54.7	28.3	17	54.7	63.1	52	I/S	I/S
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	7	I/S	I/S	I/S	I/S	I/S	74.2	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	230	100	34.4	42.3	23.3	76.7	81.6	75.5	No	Yes

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

All Students	288	100	25.5	45.4	29.2	82.7	83.7	78.9	Yes	Yes
Gender										
Male	144	100	26.5	41.2	32.4	82.4	81.9	77	N/A	N/A
Female	144	100	24.4	49.6	25.9	83	85.5	80.9	N/A	N/A
Racial/Ethnic Group										
White	177	100	16.3	48.8	34.9	89.8	89.2	87.2	Yes	Yes
African American	97	100	43.5	41.3	15.2	68.5	68	66.7	I/S	I/S
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	89.7	93	I/S	I/S
Hispanic	13	100	16.7	33.3	50	91.7	78.1	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	81.9	79.5	I/S	I/S
Disability Status										
Disabled	54	100	54.7	39.6	5.7	52.8	53.2	45.5	I/S	I/S
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	7	I/S	I/S	I/S	I/S	I/S	76	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	230	100	28.8	47.9	23.3	79.1	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	187	100	33.3	46.6	20.1	66.7	73.1	67.5
Gender								
Male	100	100	29	40.9	30.1	71	72.2	67
Female	87	100	38.3	53.1	8.6	61.7	73.9	68
Racial/Ethnic Group								
White	116	100	16	55.7	28.3	84	80.8	79.5
African American	65	100	63.5	30.2	6.3	36.5	51.8	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	81.1	84.3
Hispanic	5	I/S	I/S	I/S	I/S	I/S	60.9	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	72.9	71.2
Disability Status								
Disabled	36	100	60	25.7	14.3	40	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	4	I/S	I/S	I/S	I/S	I/S	57.3	59.6
Socio-Economic Status								
Subsized meals	154	100	37.8	46.2	16.1	62.2	64.3	55.1
Social Studies								
All Students	192	99.5	36.7	48.3	15	63.3	76.4	72.3
Gender								
Male	93	98.9	37.2	43	19.8	62.8	75.6	71.5
Female	99	100	36.2	53.2	10.6	63.8	77.3	73.2
Racial/Ethnic Group								
White	118	100	28.6	51.8	19.6	71.4	82.4	80.7
African American	63	98.4	55.2	41.4	3.4	44.8	59.2	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	85.7	88.5
Hispanic	11	100	I/S	I/S	I/S	I/S	71.4	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	77.5	72.2
Disability Status								
Disabled	29	96.6	51.9	44.4	3.7	48.1	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	5	I/S	I/S	I/S	I/S	I/S	68.3	67.9
Socio-Economic Status								
Subsized meals	151	99.3	41.4	49.3	9.3	58.6	68.7	62.1

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	288	98.6	27.6	47.1	25.4	72.4	76.3	70.2	95.9	96
Gender										
Male	146	98	35	42.3	22.6	65	69.4	63.2	96	96
Female	142	99.3	20	51.9	28.1	80	83.3	77.5	95.8	96.1
Racial/Ethnic Group										
White	176	98.9	21	43.7	35.3	79	82.4	79.1	95.5	95.7
African American	97	97.9	42.4	50	7.6	57.6	59.4	57.6	96.6	96.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	83.1	86.2	N/A	97.2
Hispanic	13	100	8.3	66.7	25	91.7	67.7	62.6	96.7	96.8
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	77.3	68.7	99.4	95.4
Disability Status										
Disabled	57	93	N/AV	N/AV	N/AV	22	34.2	26.1	94	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	7	I/S	I/S	I/S	I/S	I/S	64.6	61.2	97.1	97.1
Socio-Economic Status										
Subsided meals	232	98.3	32.4	48.6	19	67.6	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	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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	93	100	21.6	47.7	30.7	78.4
	7	92	100	43.5	37.6	18.8	56.5
	8	103	100	24.5	43.9	31.6	75.5
Mathematics							
2009	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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	93	100	15.9	45.5	38.6	84.1
	7	92	100	30.6	49.4	20	69.4
	8	103	100	29.6	41.8	28.6	70.4
Science							
2009	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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	45	100	34.1	46.3	19.5	65.9
	7	92	100	32.9	54.1	12.9	67.1
	8	50	100	33.3	33.3	33.3	66.7
Social Studies							
2009	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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	48	100	21.3	72.3	6.4	78.7
	7	91	100	57.1	34.5	8.3	42.9
	8	53	98.1	16.3	49	34.7	83.7
Writing							
2009	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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	91	98.9	18.4	46	35.6	81.6
	7	93	97.9	35.3	45.9	18.8	64.7
	8	104	99	29	49	22	71

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