



Flowertown Elementary

20 King Charles Circle
Summerville, South

Grades	PK-5 Elementary School	
Enrollment	970 Students	
Principal	Donna Goodwin	843-871-7400
Superintendent	Joseph R. Pye	843-873-2901
Board Chair	Bufort "Bo" Blanton	843-873-8454

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Good	At-Risk
2007	Good	At-Risk
2006	Good	Below Average
2005	Good	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

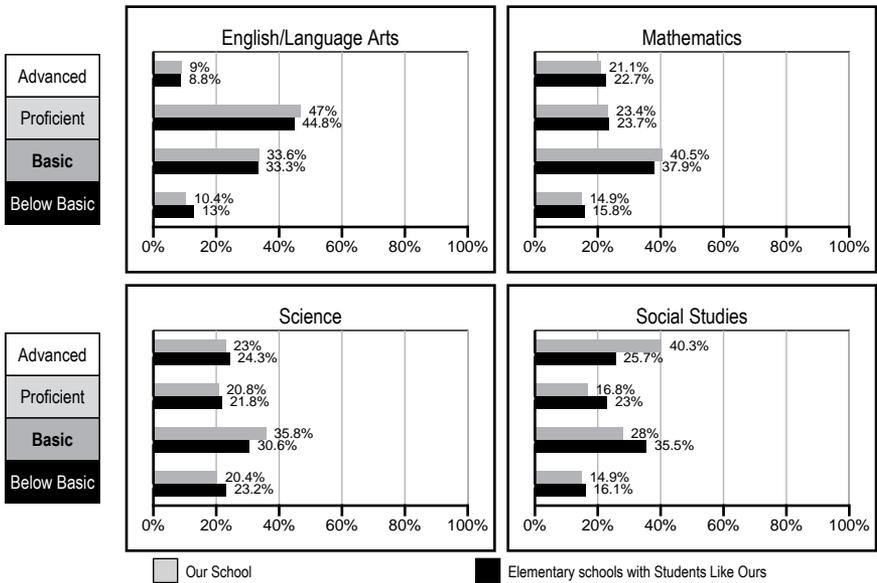
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 95.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
4	23	39	1	0

* 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
Students (n=970)				
First graders who attended full-day kindergarten	95.6%	Down from 96.7%	100.0%	100.0%
Retention rate	1.9%	Down from 2.6%	1.8%	2.3%
Attendance rate	96.2%	Up from 95.7%	96.5%	96.3%
Eligible for gifted and talented	16.7%	Up from 13.9%	17.9%	10.4%
With disabilities other than speech	5.1%	Up from 3.1%	6.6%	7.5%
Older than usual for grade	0.9%	Up from 0.5%	0.3%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.9%	Up from 0.8%	0.0%	0.0%
Teachers (n=65)				
Teachers with advanced degrees	47.7%	Down from 47.9%	60.7%	56.7%
Continuing contract teachers	67.7%	Up from 60.6%	80.6%	77.3%
Teachers with emergency or provisional certificates	2.1%	Down from 3.5%	0.0%	0.0%
Teachers returning from previous year	81.3%	Down from 84.4%	88.1%	86.4%
Teacher attendance rate	94.8%	Up from 93.8%	94.8%	94.9%
Average teacher salary	\$43,096	Up 3.6%	\$46,853	\$45,345
Professional development days/teacher	13.4 days	Up from 10.8 days	12.7 days	12.6 days
School				
Principal's years at school	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio in core subjects	17.8 to 1	Down from 18.4 to 1	19.6 to 1	18.5 to 1
Prime instructional time	89.2%	Up from 89.0%	90.2%	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	No Change	Excellent	Excellent
Dollars spent per pupil*	\$5,838	Down 8.6%	\$6,545	\$7,052
Percent of expenditures for instruction*	71.6%	Up from 66.8%	69.9%	69.1%
Percent of expenditures for teacher salaries*	67.6%	Up from 62.2%	66.7%	64.2%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Flowerstown Elementary is a Title 1 school that is home to 975 “Busy Bees” in 3-year-old special needs students through 5th grade students, as well as 110 faculty and staff members. We continue to have a strong network of parent volunteers, PTA, School Improvement Council, Business Partners and community.

Academic achievement and safety are top priorities at Flowerstown. Our dedicated staff strives to move every student to higher levels of learning. AYP was met for the 5th consecutive year, and the Education Oversight Committee recognized us for “Closing the Achievement Gap.” We were so very fortunate to have a Title 1 Facilitator and Instructional Technology Specialist for enriched support this year. This support included data analysis, modeling lessons, providing academic as well as technology workshops, organizing parental involvement, and many other supportive roles. The math support initiative this year for all of our Early Childhood teachers and direct assistance to first and second grade students at-risk in math was very successful. After-school tutoring was offered for identified students. Student progress for Grades two through five was monitored through data provided by Measures of Academic Progress (MAP). The addition of Compass software and FASTT Math during daily computer time allowed for increased differentiation of literacy and math. Small group instruction was provided for kindergarten, first, second and third grades as well as READ 180 for 30 fourth and 30 fifth grade learners at-risk in literacy. In addition to our family oriented ELA, Math, Science, PACT, Title I and Author Celebration nights, we offered evening “Hive Times” during the spring. Families attended to read, take Accelerated Reader tests, or work on any of the computer programs. KIDS mentoring program, involving 11 parent/community members, was developed to support 30+ identified students. Our second year as a PBIS (Positive Behavior Intervention and Support) school has resulted in fewer bus and classrooms referrals and truly benefited our students via Class and Individual Bee Bucks and monthly visits to the Bee Buck Store. In addition to academics, Flowerstown Elementary seeks to enrich our students with extra-curricular activities including Chorus, Young Astronauts, Student Council, Recycling Team, first annual Talent Show, Safety Patrol and volunteer-run After School Clubs. We participated in several service learning projects: United Way, Jump Rope for Heart and Relay for Life.

Our major challenges are to continue data analysis to drive instructional decisions so that all of our children reach their utmost potential; to maximize instructional time so that students will experience every opportunity to learn; and to enhance learning and the learning environments via technology. This technology challenge will be addressed through the installation of sound systems in all of our kindergarten and first grade classrooms, Senteo systems for our second through fifth grade teachers, and MAP testing for kindergarten and first graders. Through the hard work of dedicated staff, we strive to adhere to our mission statement: “Flowerstown Elementary provides every child with the skills necessary to become a productive citizen”.

Camilla Lovell, Principal
 Stephanie Nowak and Ann Savage, School Improvement Council Chairpersons

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	64	128	72
Percent satisfied with learning environment	92.2%	90.6%	95.8%
Percent satisfied with social and physical environment	96.9%	89.1%	94.4%
Percent satisfied with school-home relations	96.8%	89.1%	93.1%

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

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School Adequate Yearly Progress

YES

This school met 19 out of 19 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. Sanction: Implement the restructuring plan.
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	0.1%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.2%	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	438	99.3	9.7	33.7	47.4	9.2	68.6	57.8	48.2	Yes	Yes
Gender											
Male	237	99.6	12.4	36.9	46.1	4.6	63.1	50.7	41.7	N/A	N/A
Female	201	99	6.5	29.9	48.9	14.7	75	65.6	55	N/A	N/A
Racial/Ethnic Group											
White	311	99.7	6.6	33.1	48.1	12.2	73.5	65.8	60	Yes	Yes
African American	103	99	20	38.9	40	1.1	51.6	41.1	31.7	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	72.3	70.4	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	I/S	45	38.4	I/S	I/S
American Indian/Alaskan	7	I/S	I/S	I/S	I/S	I/S	I/S	68.7	47	I/S	I/S
Disability Status											
Disabled	43	100	48.6	32.4	16.2	2.7	21.6	21.9	16	I/S	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	30.8	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	153	99.4	16.8	40.9	39.4	2.9	55.5	40.7	34	Yes	Yes

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

All Students	438	100	14.9	40.6	23.5	21	59.7	49.8	45.8	Yes	Yes
Gender											
Male	237	100	15.6	40.8	24.3	19.3	58.3	50.5	45.6	N/A	N/A
Female	201	100	14	40.3	22.6	23.1	61.3	49.1	45.9	N/A	N/A
Racial/Ethnic Group											
White	311	100	10.8	38.2	25.7	25.3	66.3	59.9	59	Yes	Yes
African American	103	100	30.2	47.9	13.5	8.3	37.5	28.3	26.9	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	67.1	71.3	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	I/S	37.4	38.1	I/S	I/S
American Indian/Alaskan	7	I/S	I/S	I/S	I/S	I/S	I/S	55.2	46.2	I/S	I/S
Disability Status											
Disabled	43	100	59.5	29.7	8.1	2.7	18.9	21.7	17.1	I/S	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	26	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	153	100	26.1	47.8	18.1	8	46.4	32	31.4	Yes	Yes

* 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 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
Science											
All Students	292	100	20.3	35.7	21.1	22.9	44	42	35.7	96.2	96.1
Gender											
Male	152	100	22.4	32.8	24.6	20.1	44.8	45.1	37.4	96	95.9
Female	140	100	18.2	38.6	17.4	25.8	43.2	38.7	33.8	96.3	96.3
Racial/Ethnic Group											
White	212	100	12.4	35.6	22.7	29.4	52.1	52.4	49.2	96.1	96
African American	67	100	43.5	35.5	16.1	4.8	21	20.7	17	96.6	96.2
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	52.7	58	96.7	97
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	27.1	24.9	94.9	96.1
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	I/S	51.2	37.4	96.1	95.8
Disability Status											
Disabled	32	100	64.3	17.9	14.3	3.6	17.9	21.6	14	94.5	95
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	93.2	93.2
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	18.3	24.4	96.5	96.5
Socio-Economic Status											
Subsized meals	105	100	30.5	43.2	17.9	8.4	26.3	24.5	21.1	95.2	95.3
Social Studies											
All Students	290	98.6	13.6	28.3	17.4	40.8	58.1	43.2	34	96.2	96.1
Gender											
Male	157	98.7	12.3	30.8	14.4	42.5	56.8	46.4	36.6	96	95.9
Female	133	98.5	15.1	25.2	21	38.7	59.7	39.7	31.3	96.3	96.3
Racial/Ethnic Group											
White	206	99	11.6	28	15.3	45	60.3	51	44.5	96.1	96
African American	66	98.5	19.7	32.8	23	24.6	47.5	25.8	19.1	96.6	96.2
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	61.4	58.9	96.7	97
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	32.8	27.5	94.9	96.1
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	46	32.7	96.1	95.8
Disability Status											
Disabled	29	100	45.8	29.2	12.5	12.5	25	20.9	14.4	94.5	95
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	93.2	93.2
English Proficiency											
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	24.4	27.3	96.5	96.5
Socio-Economic Status											
Subsized meals	96	99	20.9	34.9	16.3	27.9	44.2	26.5	21	95.2	95.3

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

Abbreviations for Missing Data

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PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*	
English/Language Arts									
2007	3	158	99.4	6.9	25.5	50.3	17.2	67.6	
	4	159	98.1	6.2	34.2	56.2	3.4	59.6	
	5	173	100	10.7	42.8	40.9	5.7	46.5	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	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
2008	3	156	98.1	10.8	20.9	52	16.2	68.2	
	4	143	100	6.9	29.8	53.4	9.9	63.4	
	5	139	100	11.5	53.3	35.2	0	35.2	
	6	N/A	I/S	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	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics									
2007	3	158	100	14.4	34.2	28.8	22.6	51.4	
	4	159	99.4	23.8	39.5	20.4	16.3	36.7	
	5	173	100	22	42.1	21.4	14.5	35.8	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	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
2008	3	156	100	9.9	37.7	21.9	30.5	52.3	
	4	143	100	14.5	38.2	29	18.3	47.3	
	5	139	100	21.3	46.7	19.7	12.3	32	
	6	N/A	I/S	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	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Science									
2007	3	82	98.8	20	32	34.7	13.3	48	
	4	159	99.4	32.9	31.5	16.4	19.2	35.6	
	5	87	100	31.6	38	11.4	19	30.4	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	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
2008	3	77	100	12	30.7	34.7	22.7	57.3	
	4	143	100	21.4	32.1	17.6	29	46.6	
	5	72	100	28.3	50	11.7	10	21.7	
	6	N/A	I/S	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	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies									
2007	3	76	100	2.9	22.9	30	44.3	74.3	
	4	159	99.4	19.2	42.5	15.1	23.3	38.4	
	5	86	100	20	53.8	18.8	7.5	26.3	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	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
2008	3	79	94.9	6.9	9.7	16.7	66.7	83.3	
	4	143	100	12.2	35.1	18.3	34.4	52.7	
	5	68	100	24.2	35.5	16.1	24.2	40.3	
	6	N/A	I/S	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	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S

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