



## Flowertown Elementary

20 King Charles Circle  
Summerville, South

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	966 Students	
<b>Principal</b>	Donna Goodwin	843-871-7400
<b>Superintendent</b>	Joseph R. Pye	843-873-2901
<b>Board Chair</b>	Bufort "Bo" Blanton	843-873-8454

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Excellent</b>	<b>Average</b>
2008	Good	At-Risk
2007	Good	At-Risk
2006	Good	Below Average
2005	Good	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**

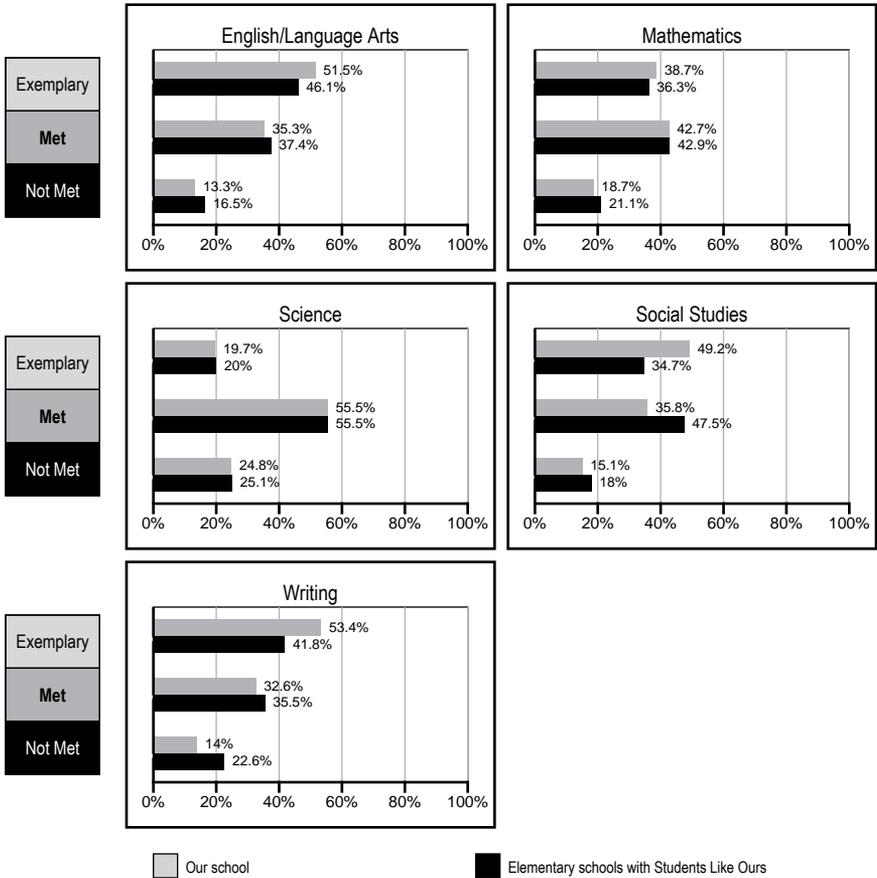
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 96.4%

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

Excellent	Good	Average	Below Average	At-Risk
19	35	29	0	0

\* Ratings are calculated with data available by 06/01/2010.

**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 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    /S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=966)</b>				
First graders who attended full-day kindergarten	97.0%	Up from 95.6%	100.0%	100.0%
Retention rate	1.6%	Down from 1.9%	1.6%	1.9%
Attendance rate	96.0%	Down from 96.2%	96.5%	96.3%
Eligible for gifted and talented	19.3%	Up from 16.7%	15.6%	10.0%
With disabilities other than speech	5.3%	Up from 5.1%	7.1%	7.7%
Older than usual for grade	0.5%	Down from 0.9%	0.3%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.3%	Down from 0.9%	0.0%	0.0%
<b>Teachers (n=67)</b>				
Teachers with advanced degrees	46.3%	Down from 47.7%	62.2%	59.4%
Continuing contract teachers	71.6%	Up from 67.7%	84.6%	80.0%
Teachers with emergency or provisional certificates	1.6%	Down from 2.1%	0.0%	0.0%
Teachers returning from previous year	79.7%	Down from 81.3%	88.3%	85.9%
Teacher attendance rate	95.1%	Up from 94.8%	95.1%	95.1%
Average teacher salary*	\$45,556	Up 5.7%	\$48,408	\$47,149
Professional development days/teacher	13.0 days	Down from 13.4 days	11.5 days	11.1 days
<b>School</b>				
Principal's years at school	1.0	Down from 3.0	5.0	4.0
Student-teacher ratio in core subjects	18.3 to 1	Up from 17.8 to 1	19.5 to 1	18.8 to 1
Prime instructional time	90.3%	Up from 89.2%	90.4%	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**	\$6,674	Up 14.3%	\$6,985	\$7,458
Percent of expenditures for instruction**	68.9%	Down from 71.6%	68.6%	68.8%
Percent of expenditures for teacher salaries**	64.3%	Down from 67.6%	60.2%	63.2%

\* 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**

At Flowerstown Elementary School, "Family Equals Success." Our family of "Busy Bees" includes 996 students from 3-year olds through 5th graders, 116 faculty and staff members, 17 active business partners, and hundreds of supportive families. Flowerstown's dedicated focus on academic excellence was recognized for meeting AYP for the sixth consecutive year and for "Closing the Achievement Gap."

Our school family has truly lived our motto this year of "Family Equals Success" by involving parents in a multitude of learning activities throughout the year. Our school has a strong PTA and SIC, which work in unison with the school to sponsor these events. Our annual Cowboy Campout, which has quickly become a Flowerstown favorite, hosts over 600 people at an evening filled with families, great chili, and fun-filled standards-based games for children of all ages. Flowerstown staff takes learning "on the road" by providing Neighborhood Celebrations throughout the year. These Celebrations, hosted in family neighborhood yards, provide a venue for delivering informational topics relevant to parents' needs and interests in working with their children at home. The Flowerstown family also sponsors technology nights, "Hats off to our Favorite Authors" day at school, and workshops for parents of preschool children.

While parents have many opportunities to become involved, Flowerstown also provides students opportunities to stay as busy as bees. Students are involved in the arts by showcasing their masterpieces at Fine Arts Night, and by participating in after-school enrichment musical and instrumental groups. Rising kindergarten students participate in a special "Kickoff to Kindergarten" event which is treasured by both parents and children. Students in the upper grades compete in several academic competitions during the year, including Quiz Bowl, Math is Cool, and a Spelling Bee. Students practice the life skill of altruism as they raise money for the annual Cancer Relay for Life walk, participate in Jump Rope for Heart, collect food for the hungry, and buy treats for the local animal shelter. Many students learn how to become a part of a larger community as they participate in our Storybook Character Parade, build a float for the Flowerstown community parade, serve on the Student Council and the Recycling Team, Safety Patrol, and become official crew members of the WBEE news show.

As we strive to reach our goal of having all students proficient on PASS, our staff will continue to research and implement best instructional practices to meet the needs of each student. Our challenges include continuing to meet Adequate Yearly Progress and demonstrating continuous improvement on our state report card. To meet these challenges, we utilize intensive intervention models such as READ 180, targeted mathematics assistance, strategic support in literacy, and after-school tutoring. We employ learning specialists such as Instructional Technology Specialists, a Title I Facilitator, and a Response to Interventionist who all continually monitor the academic progress of each student at Flowerstown Elementary. During 2009-2010, Flowerstown will continue to work toward fostering strong partnerships with parents and maintaining a collaborative, positive, and supportive school climate for all who enter the hive.

Donna D. Goodwin, Principal  
 Aynsley Hadley, SIC Chairperson

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	69	125	60
Percent satisfied with learning environment	100.0%	96.0%	88.3%
Percent satisfied with social and physical environment	100.0%	98.3%	93.3%
Percent satisfied with school-home relations	100.0%	95.6%	86.7%

\* 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

School Improvement Key

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>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."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.2%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.0%	94.0%*	Yes

\* Or greater than last year

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*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	474	100	12.9	35.9	51.1	93.5	89.3	82.8	Yes	Yes
<b>Gender</b>										
Male	235	100	15.2	39.3	45.5	92	86.4	79.3	N/A	N/A
Female	239	100	10.7	32.6	56.7	95.1	92.2	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	322	100	8.8	33.4	57.8	94.8	92.9	89.5	Yes	Yes
African American	118	100	25.2	43	31.8	87.9	82.3	73.7	Yes	Yes
Asian/Pacific Islander	15	100	6.7	26.7	66.7	100	93.3	92.3	I/S	I/S
Hispanic	12	100	16.7	58.3	25	100	82.7	76.5	I/S	I/S
American Indian/Alaskan	7	I/S	I/S	I/S	I/S	I/S	92.8	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	42	100	45	47.5	7.5	75	59.6	52	Yes	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	77.7	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	196	100	22.5	44.5	33	87.9	81.9	75.5	Yes	Yes

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

All Students	474	100	18.3	43.3	38.4	88.8	85.8	78.9	Yes	Yes
<b>Gender</b>										
Male	235	100	17	49.6	33.5	89.3	85.2	77	N/A	N/A
Female	239	100	19.6	37.1	43.3	88.4	86.4	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	322	100	12.3	42.2	45.5	92.5	91.5	87.2	Yes	Yes
African American	118	100	32.7	49.5	17.8	78.5	74.4	66.7	Yes	Yes
Asian/Pacific Islander	15	100	26.7	33.3	40	86.7	91.8	93	I/S	I/S
Hispanic	12	100	33.3	33.3	33.3	83.3	80.4	76	I/S	I/S
American Indian/Alaskan	7	I/S	I/S	I/S	I/S	I/S	94.2	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	42	100	50	45	5	62.5	57.1	45.5	Yes	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	76.6	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	196	100	28.6	47.3	24.2	80.2	76.5	70.2	Yes	Yes

\* Adjusted to account for natural variation in performance.

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
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**Science**

All Students	315	99.7	24.3	56.2	19.5	75.7	75.3	67.5
<b>Gender</b>								
Male	163	99.4	24.2	59.5	16.3	75.8	75	67
Female	152	100	24.5	52.5	23	75.5	75.8	68
<b>Racial/Ethnic Group</b>								
White	225	99.6	20.2	58.2	21.6	79.8	83.8	79.5
African American	72	100	42.6	44.3	13.1	57.4	57	50.3
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	86.4	84.3
Hispanic	7	I/S	I/S	I/S	I/S	I/S	70.5	60.7
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	83.3	71.2
<b>Disability Status</b>								
Disabled	24	100	N/AV	N/AV	N/AV	45.5	42.2	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
<b>English Proficiency</b>								
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	66.7	59.6
<b>Socio-Economic Status</b>								
Subsided meals	130	100	36.4	54.2	9.3	63.6	59.9	55.1

**Social Studies**

All Students	316	100	14.9	36.4	48.7	85.1	81.2	72.3
<b>Gender</b>								
Male	164	100	15.4	41	43.6	84.6	80.9	71.5
Female	152	100	14.4	31.5	54.1	85.6	81.4	73.2
<b>Racial/Ethnic Group</b>								
White	209	100	11	38	51	89	86.7	80.7
African American	82	100	26.9	35.9	37.2	73.1	69.9	60
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	91.5	88.5
Hispanic	9	I/S	I/S	I/S	I/S	I/S	73.6	68
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	95.2	72.2
<b>Disability Status</b>								
Disabled	31	100	37.9	37.9	24.1	62.1	53.1	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
<b>English Proficiency</b>								
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	74.6	67.9
<b>Socio-Economic Status</b>								
Subsided meals	132	100	26.8	42.3	30.9	73.2	70.6	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
<b>Writing</b>										
All Students	479	99	14	32.6	53.4	86	81.7	70.2	96	96.2
<b>Gender</b>										
Male	238	98.7	19.2	36.2	44.6	80.8	76	63.2	96	96.1
Female	241	99.2	8.8	29.1	62.1	91.2	87.5	77.5	96	96.3
<b>Racial/Ethnic Group</b>										
White	328	99.4	11.9	30.6	57.4	88.1	86.9	79.1	95.9	96
African American	117	97.4	20.4	36.1	43.5	79.6	70.9	57.6	96.1	96.4
Asian/Pacific Islander	15	100	13.3	26.7	60	86.7	88.6	86.2	97.6	97.1
Hispanic	12	100	16.7	41.7	41.7	83.3	78.9	62.6	95.9	96.4
American Indian/Alaskan	7	I/S	I/S	I/S	I/S	I/S	88.4	68.7	96.6	95.8
<b>Disability Status</b>										
Disabled	40	90	48.6	34.3	17.1	51.4	37.7	26.1	94.2	95.1
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	98.1
<b>English Proficiency</b>										
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	70.2	61.2	96.3	96.3
<b>Socio-Economic Status</b>										
Subsided meals	197	98.5	27.5	33	39.6	72.5	70.2	58.9	95.2	95.5

Abbreviations for Missing Data

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**PASS Performance By Grade Level**

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>English/Language Arts</b>							
<b>2009</b>	3	175	100	8.9	26.6	64.5	91.1
	4	157	100	19.9	39	41.1	80.1
	5	142	100	10.5	44.4	45.1	89.5
	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
<b>Mathematics</b>							
<b>2009</b>	3	175	100	18.3	33.7	47.9	81.7
	4	157	100	15.8	53.4	30.8	84.2
	5	142	100	21.1	44.4	34.6	78.9
	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
<b>Science</b>							
<b>2009</b>	3	87	100	19.3	51.8	28.9	80.7
	4	157	100	29.5	56.2	14.4	70.5
	5	71	98.6	19	61.9	19	81
	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
<b>Social Studies</b>							
<b>2009</b>	3	88	100	6.9	29.9	63.2	93.1
	4	157	100	15.1	44.5	40.4	84.9
	5	71	100	24.6	27.5	47.8	75.4
	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
<b>Writing</b>							
<b>2009</b>	3	179	98.3	16.4	24.6	59.1	83.6
	4	158	98.7	15.2	37.2	47.6	84.8
	5	142	100	9.6	37.8	52.6	90.4
	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

Abbreviations for Missing Data

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