



FLOWERTOWN ELEMENTARY

20 King Charles Circle
Summerville, South

Grades	PK-5 Elementary School	
Enrollment	1,016 Students	
Principal	Donna Goodwin	843-871-7400
Superintendent	Joseph R. Pye	843-873-2901
Board Chair	Frances Townsend	843-873-1341

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Excellent	Excellent
2009	Excellent	Average
2008	Good	At-Risk
2007	Good	At-Risk
2006	Good	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

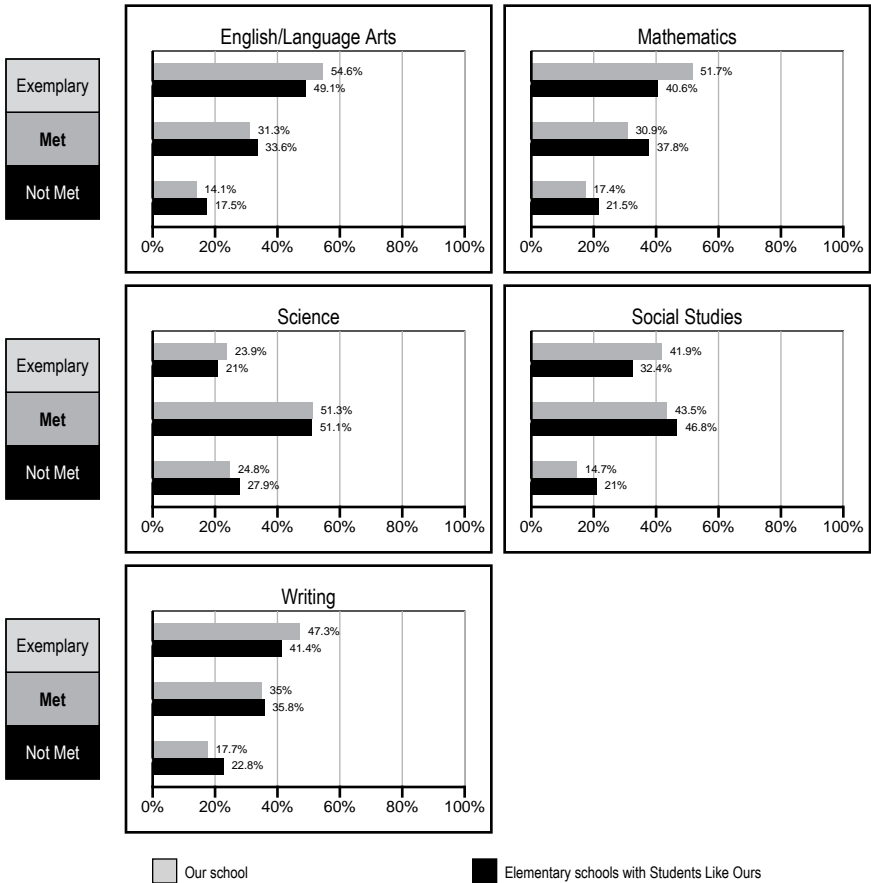
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 93.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
31	32	28	0	0

* 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=1,016)				
First graders who attended full-day kindergarten	97.4%	Up from 97.0%	100.0%	100.0%
Retention rate	1.5%	Down from 1.6%	1.1%	1.2%
Attendance rate	95.8%	Down from 96.0%	96.4%	96.1%
Eligible for gifted and talented	17.3%	Down from 19.3%	17.2%	11.7%
With disabilities other than speech	6.3%	Up from 5.3%	7.2%	8.0%
Older than usual for grade	0.4%	Down from 0.5%	0.3%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.5%	Up from 0.3%	0.0%	0.0%
Teachers (n=66)				
Teachers with advanced degrees	47.0%	Up from 46.3%	62.5%	60.5%
Continuing contract teachers	87.9%	Up from 71.6%	86.8%	84.6%
Teachers with emergency or provisional certificates	0.0%	Down from 1.6%	0.0%	0.0%
Teachers returning from previous year	81.7%	Up from 79.7%	90.3%	87.0%
Teacher attendance rate	94.8%	Down from 95.1%	95.8%	95.4%
Average teacher salary*	\$45,638	Up 0.2%	\$48,424	\$47,288
Professional development days/teacher	11.4 days	Down from 13.0 days	10.9 days	10.5 days
School				
Principal's years at school	2.0	Up from 1.0	5.0	4.0
Student-teacher ratio in core subjects	19.1 to 1	Up from 18.3 to 1	20.0 to 1	19.2 to 1
Prime instructional time	89.8%	Down from 90.3%	91.8%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.6%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,758	Up 1.3%	\$7,159	\$7,548
Percent of expenditures for instruction**	71.4%	Up from 68.9%	69.2%	68.7%
Percent of expenditures for teacher salaries**	69.2%	Up from 64.3%	66.2%	65.1%

* 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 Flowertown Elementary School, our mission is to provide every student with the skills necessary to become a productive citizen. Our family of "Busy Bees" works diligently throughout the year to uphold our motto of "Bee'-ing the Best We Can Be Begins with Me." Flowertown's dedicated focus on building productive citizens and being our best has enabled us to meet Adequate Yearly Progress (AYP) for seven consecutive years, achieve a rating of excellent on the SC School Report Card, and receive the Palmetto Gold Award for academic achievement.

Flowertown staff recognizes the great importance of students demonstrating continuous growth as learners and meeting the challenge of mastering our state's rigorous academic standards. We use interventions such as READ 180, math and literacy support by a certified teacher, Response to Intervention (RTI), and after-school tutoring. An Instructional Technology Specialist provides valuable support and resources, and as a Title One school, we also benefit from the support of a Title One Facilitator. Student progress is continually monitored through various forms of assessment. Students are also given opportunities to participate in the arts during Fine Arts Night, our school plays, and through participating in after-school enrichment musical groups. Other opportunities offered to students include Quiz Bowl, Math is Cool, Student Council, Safety Patrol, WBEE news show, and various 5th grade jobs. FES strives for all learners to thrive at the hive!

Our school's culture promotes positive reinforcement of school-wide expectations. Currently in our fourth year as a Positive Behavior Interventions and Supports (PBIS) school, our discipline referrals continue to decline. Students are praised for their positive behaviors and rewarded with class incentives along with shopping at our Bee Bucks Store.

Our staff continues to stay abreast of current educational topics that promote the culture of high expectations and academic success for all learners. This year, staff development focused on Explicit Direct Instruction (EDI), strategies for differentiating instruction, and the district math model. A full-time math coach provided our teachers and students with support as we implemented a new math model.

Parents and the community play an integral part in our students becoming productive citizens. This year, our school collaborated with parents in sponsored events by the PTA/SIC/Title I/Family Literacy and staff. Special events included the annual Cowboy Campout, Neighborhood Celebrations, Grade Level Orientations, and Positive Parenting Workshops. Our rising kindergarten students from 4K were invited to a special "Kickoff to Kindergarten" event, which was very well received by parents and children. Furthermore, Flowertown continues to build partnerships with local businesses and is active in supporting community events such as Relay for Life and Jump Rope for Heart. Partnership with home, community, and school is essential in our quest to provide each student with the skills they will need as they continue with their academic career.

Donna Goodwin, Principal
Tracy Taylor, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	67	102	100
Percent satisfied with learning environment	100.0%	99.0%	87.6%
Percent satisfied with social and physical environment	100.0%	97.1%	90.9%
Percent satisfied with school-home relations	97.0%	100.0%	84.8%

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

Abbreviations for Missing Data

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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

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	0.6%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.8%	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	497	99.2	14	31.8	54.2	91	89.1	83.5	Yes	Yes
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Gender

Male	257	98.8	17.9	32.1	50	88.3	86.1	80.1	N/A	N/A
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Female	240	99.6	9.8	31.6	58.7	93.8	92.1	87	N/A	N/A
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Racial/Ethnic Group

White	332	99.4	9.6	29	61.5	94.6	93	89.6	Yes	Yes
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African American	120	98.3	28.7	38.9	32.4	79.6	81.6	74.6	Yes	Yes
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Asian/Pacific Islander	15	100	20	20	60	86.7	94.5	92.7	I/S	I/S
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Hispanic	24	100	4.3	43.5	52.2	95.7	84.1	79.6	I/S	I/S
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American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	95.8	85.1	I/S	I/S
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Disability Status

Disabled	50	92	37	37	26.1	71.7	57.3	51.7	Yes	Yes
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Migrant Status

Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
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English Proficiency

Limited English Proficient	11	100	8.3	50	41.7	91.7	82.1	79	I/S	I/S
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Socio-Economic Status

Subsidized meals	237	98.7	19.9	36	44.1	85.3	83.1	76.9	Yes	Yes
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Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	497	100	17.6	31.2	51.2	89.9	87.2	80.4	Yes	Yes
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Gender

Male	257	100	15	34.6	50.4	90.8	85.5	78.4	N/A	N/A
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Female	240	100	20.4	27.6	52	88.9	88.9	82.5	N/A	N/A
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Racial/Ethnic Group

White	332	100	13.4	28.7	58	93.3	92	87.8	Yes	Yes
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African American	120	100	32.4	36.1	31.5	78.7	77.5	69.3	Yes	Yes
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Asian/Pacific Islander	15	100	13.3	40	46.7	86.7	94.5	93.5	I/S	I/S
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Hispanic	24	100	8.7	39.1	52.2	95.7	86.1	78.3	I/S	I/S
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American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	93.1	83.2	I/S	I/S
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Disability Status

Disabled	50	100	54.3	21.7	23.9	71.7	55	46.1	Yes	Yes
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Migrant Status

Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
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English Proficiency

Limited English Proficient	11	100	8.3	41.7	50	100	86.8	78.9	I/S	I/S
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Socio-Economic Status

Subsidized meals	237	100	26.5	32.7	40.8	84.4	80.3	72.8	Yes	Yes
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* 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

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	342	100	24.6	51.4	24	75.4	74.7	67.3
Gender								
Male	169	100	23.7	51.3	25	76.3	74.2	66.9
Female	173	100	25.5	51.6	23	74.5	75.3	67.7
Racial/Ethnic Group								
White	222	100	15.8	54.5	29.7	84.2	84.1	79.6
African American	88	100	50	41	9	50	56.5	49.7
Asian/Pacific Islander	12	100	16.7	50	33.3	83.3	90.4	84.4
Hispanic	15	100	21.4	64.3	14.3	78.6	69	59.4
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	80.8	69.5
Disability Status								
Disabled	36	100	51.5	33.3	15.2	48.5	39.4	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	6	I/S	I/S	I/S	I/S	I/S	58.5	58.6
Socio-Economic Status								
Subsidized meals	160	100	33.3	50.4	16.3	66.7	61.8	55.4
Social Studies								
All Students	336	100	15.5	43	41.5	84.5	78.8	70.9
Gender								
Male	172	100	16.7	40.7	42.6	83.3	77.8	70.1
Female	164	100	14.3	45.5	40.3	85.7	79.8	71.7
Racial/Ethnic Group								
White	221	100	11.4	43.8	44.8	88.6	84.6	79.2
African American	86	100	28.2	43.6	28.2	71.8	67.5	58.4
Asian/Pacific Islander	11	100	18.2	36.4	45.5	81.8	90.1	86.8
Hispanic	16	100	6.3	37.5	56.3	93.8	74.4	68
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	82.5	71.2
Disability Status								
Disabled	29	100	N/A	N/A	N/A	46.2	44.2	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	69.1	68
Socio-Economic Status								
Subsidized meals	162	100	23.6	46.5	29.9	76.4	69.2	60.8

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

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	494	99.4	17.7	35	47.3	82.3	82.9	72.1	95.8	96
Gender										
Male	254	99.2	21.5	37.6	40.9	78.5	77.4	65.2	95.9	96
Female	240	99.6	13.7	32.3	54	86.3	88.6	79.2	95.6	96.1
Racial/Ethnic Group										
White	329	99.7	13.5	31.2	55.3	86.5	88.2	80.8	95.7	95.8
African American	119	98.3	29.4	43.1	27.5	70.6	73.1	59.7	95.9	96.4
Asian/Pacific Islander	15	100	20	33.3	46.7	80	90.5	87	97	97
Hispanic	25	100	21.7	43.5	34.8	78.3	75.2	64.6	95.3	96.1
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	90.1	73.4	96	95.5
Disability Status										
Disabled	51	94.1	63.6	27.3	9.1	36.4	37.7	27.7	94.6	95
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	13	100	16.7	58.3	25	83.3	71.4	63.7	95	96.5
Socio-Economic Status										
Subsidized meals	231	99.1	26.3	38.3	35.4	73.7	74.1	61.9	94.8	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
English/Language Arts							
2009	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
2010	3	157	98.7	4.7	20.9	74.3	95.3
	4	181	98.9	17.3	36.9	45.8	82.7
	5	157	100	19.7	36.7	43.5	80.3
	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	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
2010	3	157	100	12.8	17.6	69.6	87.2
	4	181	100	14.9	37.5	47.6	85.1
	5	157	100	25.2	37.4	37.4	74.8
	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	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
2010	3	80	100	27	36.5	36.5	73
	4	181	100	19.6	61.3	19	80.4
	5	80	100	33.8	44.6	21.6	66.2
	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

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
Social Studies							
2009	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
2010	3	77	100	4.1	36.5	59.5	95.9
	4	181	100	16.1	46.4	37.5	83.9
	5	77	100	24.7	42.5	32.9	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
Writing							
2009	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
2010	3	157	98.7	19.9	32.9	47.3	80.1
	4	181	99.5	15.5	40.5	44	84.5
	5	156	100	18.1	30.9	51	81.9
	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

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