

## FLOWERTOWN ELEMENTARY

20 King Charles Circle  
Summerville, South

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	1,009 Students	
<b>Principal</b>	Donna Goodwin	843-871-7400
<b>Superintendent</b>	Joseph R. Pye	843-873-2901
<b>Board Chair</b>	Frances Townsend	843-873-1341

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Excellent</b>	<b>Excellent</b>
2010	Excellent	Excellent
2009	Excellent	Average
2008	Good	At-Risk
2007	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 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.

<http://ed.sc.gov>  
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

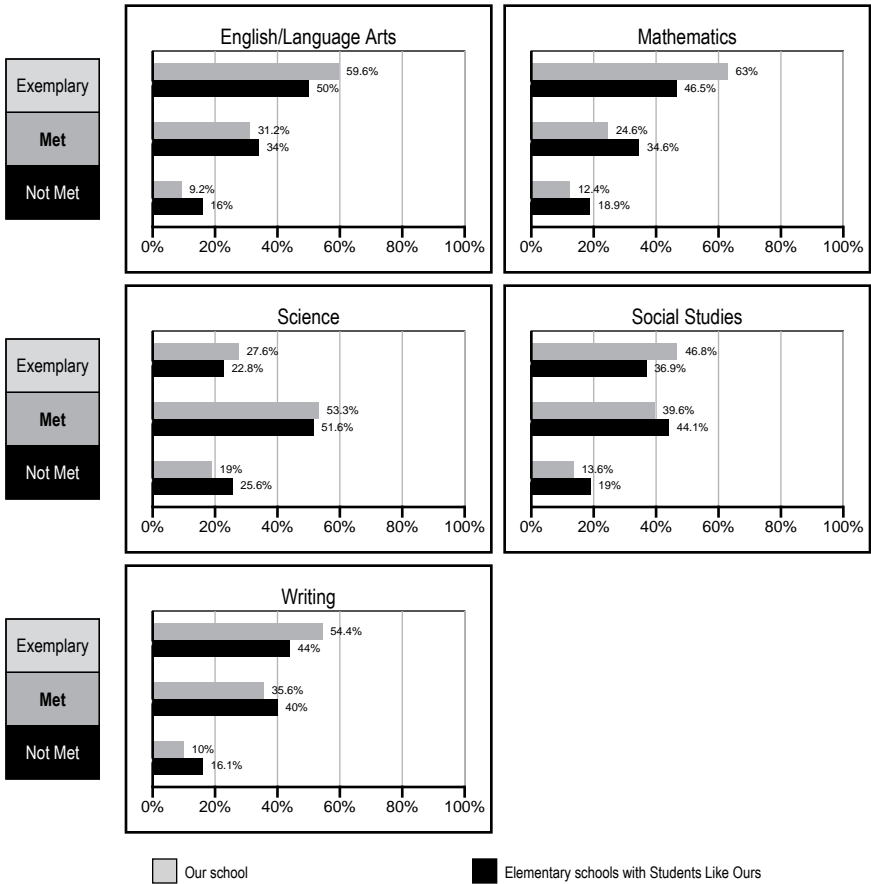
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 94.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
33	33	12	0	0

\* Ratings are calculated with data available by 11/09/2011.

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
<b>Students (n=1,009)</b>				
First graders who attended full-day kindergarten	100.0%	Up from 97.4%	100.0%	100.0%
Retention rate	0.9%	Down from 1.5%	0.9%	1.1%
Attendance rate	95.6%	Down from 95.8%	96.3%	96.2%
Served by gifted and talented program	18.9%	Up from 17.3%	20.1%	13.4%
With disabilities other than speech	1.8%	Down from 6.3%	3.4%	4.1%
Older than usual for grade	0.1%	Down from 0.4%	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.9%	Down from 1.5%	0.0%	0.0%
<b>Teachers (n=64)</b>				
Teachers with advanced degrees	56.3%	Up from 47.0%	65.9%	62.5%
Continuing contract teachers	95.3%	Up from 87.9%	90.3%	88.2%
Teachers returning from previous year	87.4%	Up from 81.7%	89.9%	87.8%
Teacher attendance rate	93.9%	Down from 94.8%	95.0%	95.2%
Average teacher salary*	\$45,934	Up 0.6%	\$48,247	\$46,773
Professional development days/teacher	12.4 days	Up from 11.4 days	11.0 days	10.5 days
<b>School</b>				
Principal's years at school	3.0	Up from 2.0	5.0	4.0
Student-teacher ratio in core subjects	20.0 to 1	Up from 19.1 to 1	20.8 to 1	19.9 to 1
Prime instructional time	89.0%	Down from 89.8%	90.2%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.6%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,366	Down 5.8%	\$7,071	\$7,447
Percent of expenditures for instruction**	72.8%	Up from 71.4%	69.1%	68.4%
Percent of expenditures for teacher salaries**	71.6%	Up from 69.2%	66.8%	65.8%

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

\*\* Prior year audited financial data are reported.

## Abbreviations for Missing Data

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

## Report of Principal and School Improvement Council

At Flowertown Elementary School, our family of "Busy Bees" works diligently to uphold our school motto, "Bee"ing the Best We Can Be Begins with Me." Flowertown Elementary's dedicated focus of being our best has enabled us to meet Adequate Yearly Progress eight consecutive years, achieve a rating of "Excellent" on the SC School Report Card in both growth and absolute achievement, earn recognition as a Positive Behavior Interventions and Support (PBIS) Ribbon School, and receive the Palmetto Gold Award for academic achievement.

Flowertown staff recognizes the importance of students demonstrating continuous growth as learners and meeting proficiency standards on rigorous state standardized tests. We provide academic interventions such as READ 180, math and literacy support provided by a certified teacher, Voyager curriculum, and smaller class sizes in at-risk classrooms. An Instructional Technology Specialist provides valuable support and resources to students and teachers. As a Title I school, we also benefit from the support of a Title I facilitator. Student progress is continually monitored through various forms of assessment. Students are provided opportunities to participate in the arts during Fine Arts Night, our school plays, and through participating in after school enrichment groups. Other opportunities offered to students include Quiz Bowl, Math is Cool, Student Council, Safety Patrol, WBEE News Show, Bee Bots, and other student leadership roles. Flowertown strives for all learners to thrive at the hive!

Our school's culture promotes positive reinforcement of school-wide expectations. We were recognized as a PBIS Ribbon School this year by the State Department of Education. Students are praised for their positive behaviors and rewarded with class incentives along with opportunities to shop 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. Staff development this year focused on data analysis in conjunction with the implementation of benchmark testing in core academic subjects. Academic coaches provided our teachers and students with additional support.

Parents and the community play an integral part in our students' achievement. This year our school collaborated with our PTA to sponsor numerous special events. These events included our annual Cowboy Campout, a Movie Night, Kickoff to Kindergarten, Grade Level Orientations, and various other curriculum based nights. Flowertown continues to build meaningful partnerships with local businesses and remains committed to supporting community events and organizations such as Relay for Life, Jump Rope for Heart, and the local SPCA. We believe that the home, community, and school connection is essential in our quest to provide each student with the skills necessary to become productive citizens in our community.

Donna Goodwin, Principal  
Tracy Tayloe, SIC Chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	71	104	93
Percent satisfied with learning environment	98.6%	97.1%	93.4%
Percent satisfied with social and physical environment	98.6%	99.0%	83.7%
Percent satisfied with school-home relations	97.1%	98.0%	86.0%

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

Abbreviations for Missing Data

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

No Child Left Behind

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. 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	0.9%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.6%	94.0%**	Yes

\* Or greater than last year

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*	Performance Objective Met	Participation Objective Met
--	-------------------------------	----------	-----------	-------	-------------	----------------------------	------------------------------	---------------------------	---------------------------	-----------------------------

## English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	503	99.8	9	31.3	59.7	95.3	88.8	82.4	Yes	Yes
<b>Gender</b>										
Male	251	100	11	32.2	56.8	94.1	86	78.7	N/A	N/A
Female	252	99.6	6.9	30.3	62.8	96.5	91.6	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	351	99.7	6.1	25.5	68.4	96.9	92.7	88.9	Yes	Yes
African American	118	100	19.1	50	30.9	90	81.5	72.9	Yes	Yes
Asian/Pacific Islander	12	100	I/S	I/S	I/S	I/S	93.3	93	I/S	I/S
Hispanic	18	100	N/AV	N/AV	N/AV	100	88	79.3	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	90.9	83	I/S	I/S
<b>Disability Status</b>										
Disabled	42	97.6	41.2	50	8.8	73.5	58.6	48.1	I/S	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	21	100	N/AV	N/AV	N/AV	100	84	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	226	99.6	15.3	38.6	46	92.1	82.5	75.4	Yes	Yes

## Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	503	100	12.4	24.6	63	92.5	90.3	81.9	Yes	Yes
<b>Gender</b>										
Male	251	100	12.3	22.9	64.8	92.8	88.6	79.9	N/A	N/A
Female	252	100	12.5	26.3	61.2	92.2	91.9	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	351	100	8	19.3	72.8	96	94.6	88.9	Yes	Yes
African American	118	100	27.3	40	32.7	80.9	81.8	71.4	Yes	Yes
Asian/Pacific Islander	12	100	I/S	I/S	I/S	I/S	96.5	94.6	I/S	I/S
Hispanic	18	100	5.9	29.4	64.7	94.1	90.2	81.1	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	95.5	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	42	100	45.7	37.1	17.1	62.9	61.6	47.3	I/S	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	21	100	5.3	26.3	68.4	94.7	88.7	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	226	100	22.2	28.6	49.3	86.7	84.3	74.9	Yes	Yes

\* 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
<b>Science</b>								
All Students	335	100	19	53.3	27.6	81	77.2	68.6
<b>Gender</b>								
Male	168	100	16.9	53.1	30	83.1	76.2	68.3
Female	167	100	21.3	53.5	25.2	78.7	78.3	68.9
<b>Racial/Ethnic Group</b>								
White	230	100	12.9	52.1	35	87.1	86.2	80.7
African American	80	100	34.2	59.2	6.6	65.8	60.8	51.4
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	91	85.3
Hispanic	13	100	16.7	66.7	16.7	83.3	71.8	61.6
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	83.6	70.8
<b>Disability Status</b>								
Disabled	31	100	60	32	8	40	43.9	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
<b>English Proficiency</b>								
Limited English Proficient	17	100	26.7	53.3	20	73.3	59.2	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	154	100	25	59.3	15.7	75	65.5	57.3
<b>Social Studies</b>								
All Students	334	100	13.6	39.6	46.8	86.4	81.4	72.5
<b>Gender</b>								
Male	174	100	9.3	39.1	51.6	90.7	81.2	72
Female	160	100	18.4	40.1	41.5	81.6	81.6	73.1
<b>Racial/Ethnic Group</b>								
White	239	100	11	33.3	55.7	89	86.9	81
African American	73	100	23.5	55.9	20.6	76.5	70.6	60
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	91	89
Hispanic	13	100	7.7	69.2	23.1	92.3	78.6	69.6
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	91.5	73.5
<b>Disability Status</b>								
Disabled	31	100	46.2	30.8	23.1	53.8	49.3	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
<b>English Proficiency</b>								
Limited English Proficient	12	100	18.2	36.4	45.5	81.8	69.1	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	150	100	19.1	48.5	32.4	80.9	71.6	62.9

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
<b>Writing</b>										
All Students	171	100	10	35.6	54.4	90	82.3	73.2	95.6	95.8
<b>Gender</b>										
Male	85	100	12.5	46.3	41.3	87.5	77.2	67.2	95.7	95.7
Female	86	100	7.5	25	67.5	92.5	87.4	79.4	95.4	95.8
<b>Racial/Ethnic Group</b>										
White	111	100	4.8	33.3	61.9	95.2	89.2	81.5	95.5	95.5
African American	51	100	21.3	42.6	36.2	78.7	71.1	61.3	95.8	96.1
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	84.8	87	96.9	96.8
Hispanic	2	I/S	I/S	I/S	I/S	I/S	78.8	66.7	94.7	95.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	87.5	72.2	94.9	94.9
<b>Disability Status</b>										
Disabled	12	100	I/S	I/S	I/S	I/S	34.9	26	94.1	94.7
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	66.2	65.7	95.5	96.1
<b>Socio-Economic Status</b>										
Subsidized meals	75	100	18.2	45.5	36.4	81.8	71.5	63.2	94.6	95.1

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 Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>English/Language Arts</b>							
<b>2010</b>	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
<b>2011</b>	3	169	99.4	5.2	22.6	72.3	94.8
	4	166	100	8.4	32.3	59.4	91.6
	5	168	100	13.4	38.9	47.8	86.6
	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>2010</b>	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
<b>2011</b>	3	169	100	9.6	12.8	77.6	90.4
	4	166	100	11.6	29.7	58.7	88.4
	5	168	100	15.9	31.2	52.9	84.1
	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>2010</b>	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
<b>2011</b>	3	84	100	19.8	45.7	34.6	80.2
	4	166	100	16.1	60	23.9	83.9
	5	85	100	24.1	48.1	27.8	75.9
	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

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 Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>Social Studies</b>							
<b>2010</b>	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
<b>2011</b>	3	85	100	6.7	29.3	64	93.3
	4	166	100	18.1	40.6	41.3	81.9
	5	83	100	11.5	47.4	41	88.5
	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>Writing</b>							
<b>2010</b>	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
<b>2011</b>	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	171	100	10	35.6	54.4	90
	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

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