



SEASIDE ELEMENTARY

1605 Woodland Drive Ext.
Garden City, South

Grades	PK-5 Elementary School	
Enrollment	709 Students	
Principal	Elizabeth S. Selander	843-650-3490
Superintendent	Dr. Cynthia Elsberry	843-488-6700
Board Chair	Will Garland	843-358-8002

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Excellent	Excellent
2010	Excellent	Excellent
2009	Excellent	Good
2008	Good	Average
2007	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 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

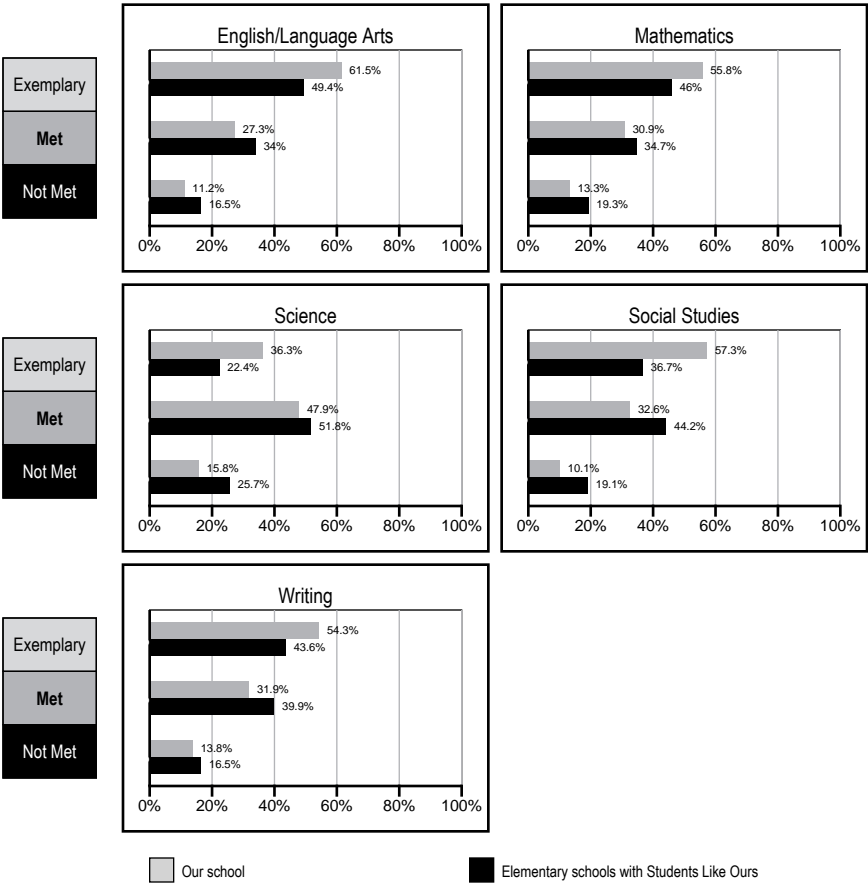
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 92.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
32	34	15	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
Students (n=709)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.9%	Down from 2.1%	0.9%	1.1%
Attendance rate	94.7%	Down from 95.5%	96.2%	96.2%
Served by gifted and talented program	25.2%	Up from 24.4%	20.3%	13.4%
With disabilities other than speech	8.0%	Down from 11.0%	3.6%	4.1%
Older than usual for grade	0.0%	Down from 0.4%	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=45)				
Teachers with advanced degrees	66.7%	No Change	65.9%	62.5%
Continuing contract teachers	100.0%	No Change	90.6%	88.2%
Teachers returning from previous year	95.5%	Up from 93.2%	90.2%	87.8%
Teacher attendance rate	95.7%	Up from 92.7%	95.0%	95.2%
Average teacher salary*	\$54,207	Up 3.8%	\$48,107	\$46,773
Professional development days/teacher	16.0 days	Down from 18.7 days	11.0 days	10.5 days
School				
Principal's years at school	8.0	Up from 7.0	5.0	4.0
Student-teacher ratio in core subjects	22.4 to 1	Up from 21.2 to 1	20.8 to 1	19.9 to 1
Prime instructional time	88.4%	Up from 87.1%	90.3%	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 14.9%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,104	Down 5.2%	\$7,127	\$7,447
Percent of expenditures for instruction**	70.6%	Up from 69.2%	68.8%	68.4%
Percent of expenditures for teacher salaries**	66.6%	Up from 65.3%	66.6%	65.8%

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

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

"Together Everyone Achieves More" was the theme for Seaside Elementary School during the 2010-2011 school year. As a TEAM, the students, staff, and parents worked together to achieve our goal of fostering successful life-long learners. We continue to raise the bar to meet the academic levels and needs of our students. The efforts of all were reflected in the improvement shown by our students' performance on district and state assessments. As a result, we were recognized by the State Department of Education with the Gold Award for Student Performance, we met all 17 objectives for Adequate Yearly Progress, and the Education Oversight Committee recognized Seaside Elementary with the Gold Award as one of the schools that was "closing the gap" between the performance of students who are from all economic levels.

The use of diagnostic assessments continues to help teachers differentiate their instruction for students in all grades. DIBELS information guided instruction for kindergarten and first grade students and the MAP assessment supported differentiation for students in grades two through five. Small group interventions were provided to the students throughout the school day in reading, math, and writing. A core reading program was implemented in grades Pre-K-3. The use of workstations continued to support our reading instruction. To accelerate mathematical problem solving skills, selected students in grades 3-5 participated in the Mentoring Mathematical Minds program. Leveled instruction in math was also provided for students in grades 3-5. Selected fifth grade students participated in the Math Olympiad program and an on-line pre-algebra program.

Many extensive activities were planned to support student learning in all grade levels at Seaside. The PTO sponsored twice monthly Family Reading Nights where parents and students read books together, took Accelerated Reader tests, and used the computers for research, reinforcement or enrichment. Students were selected to provide leadership in our school through our Junior Safety Patrol and Spirit Team programs. Our fourth and fifth grade chorus performed concerts in our school and in our community.

To enhance our students' understanding of community and school interactions, all classes were involved in Junior Achievement. Sixty fifth grade students participated in our Junior Lifeguard Program. Students also participated in many service-learning projects including the Family Fun Run, Relay for Life, Fostering Hope, a Thanksgiving Food Drive, Jump Rope for Heart and a school-wide Recycling program.

Throughout the school year, staff members met to plan and exchange ideas to improve classroom instruction and implement district initiatives. All of our teachers were involved in professional development which helped us meet the diverse needs of our students.

Beth Selander, Principal, 2010-2011

Debbie Leonard, School Improvement Chairperson, 2010-2011

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	44	113	61
Percent satisfied with learning environment	83.7%	86.7%	95.1%
Percent satisfied with social and physical environment	97.7%	80.2%	100.0%
Percent satisfied with school-home relations	84.1%	85.7%	96.7%

* 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

NO

This school met 16 out of 17 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	4.4%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.8%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	94.7%	94.0%**	Yes

* Or greater than last year

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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 = 79.4% (Met or Exemplary)

All Students	356	99.7	11.7	27.3	61	94.3	85.5	82.4	Yes	Yes
Gender										
Male	182	100	11.6	28.9	59.5	93.6	82.5	78.7	N/A	N/A
Female	174	99.4	11.9	25.6	62.5	95	88.6	86.2	N/A	N/A
Racial/Ethnic Group										
White	322	99.7	10.6	25.9	63.5	94.7	90.1	88.9	Yes	Yes
African American	15	100	26.7	40	33.3	86.7	73.6	72.9	I/S	I/S
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	90.2	93	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	81.3	79.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	86.2	83	I/S	I/S
Disability Status										
Disabled	66	98.5	40.3	29	30.6	77.4	55.8	48.1	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	12	100	16.7	41.7	41.7	91.7	80.6	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	166	99.4	15.3	28.7	56	94	80.6	75.4	Yes	Yes

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

All Students	356	99.7	13.8	30.9	55.3	92.2	86	81.9	Yes	Yes
Gender										
Male	182	100	12.7	28.9	58.4	93.1	84.1	79.9	N/A	N/A
Female	174	99.4	15	33.1	51.9	91.3	88.1	84.1	N/A	N/A
Racial/Ethnic Group										
White	322	99.7	13	30.6	56.5	92.7	90.8	88.9	Yes	Yes
African American	15	100	26.7	46.7	26.7	86.7	73.1	71.4	I/S	I/S
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	91.9	94.6	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	83.2	81.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	87	84.4	I/S	I/S
Disability Status										
Disabled	66	98.5	37.1	38.7	24.2	75.8	55.6	47.3	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	12	100	16.7	33.3	50	91.7	82.9	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	166	99.4	19.3	34.7	46	88	81.4	74.9	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	234	100	15.7	48.4	35.9	84.3	74.8	68.6
Gender								
Male	123	100	14.8	43.5	41.7	85.2	74.4	68.3
Female	111	100	16.7	53.9	29.4	83.3	75.2	68.9
Racial/Ethnic Group								
White	209	100	12.9	49	38.1	87.1	83	80.7
African American	12	100	50	33.3	16.7	50	53.8	51.4
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	85	85.3
Hispanic	5	I/S	I/S	I/S	I/S	I/S	66.2	61.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	78	70.8
Disability Status								
Disabled	43	100	32.5	50	17.5	67.5	41.7	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
English Proficiency								
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	65.2	60.7
Socio-Economic Status								
Subsidized meals	108	100	24.7	45.4	29.9	75.3	66.8	57.3
Social Studies								
All Students	233	100	11.3	32.1	56.6	88.7	77.8	72.5
Gender								
Male	113	100	8.3	26.6	65.1	91.7	77.5	72
Female	120	100	14.3	37.5	48.2	85.7	78.1	73.1
Racial/Ethnic Group								
White	213	100	10.4	32.3	57.2	89.6	83.7	81
African American	6	I/S	I/S	I/S	I/S	I/S	61.1	60
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	88.6	89
Hispanic	7	I/S	I/S	I/S	I/S	I/S	75.4	69.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	77.6	73.5
Disability Status								
Disabled	42	100	29.3	53.7	17.1	70.7	46	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
English Proficiency								
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	75.3	69.7
Socio-Economic Status								
Subsidized meals	107	100	14.1	38.4	47.5	85.9	71	62.9

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	123	99.2	13.8	31.9	54.3	86.2	76.6	73.2	94.7	95.8
Gender										
Male	65	98.5	13.1	37.7	49.2	86.9	71.3	67.2	94.4	95.8
Female	58	100	14.5	25.5	60	85.5	82.2	79.4	95.2	95.8
Racial/Ethnic Group										
White	115	99.1	11.1	31.5	57.4	88.9	82.2	81.5	94.7	95.5
African American	4	I/S	I/S	I/S	I/S	I/S	61	61.3	93.7	96.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	88	87	96.4	96.7
Hispanic	3	I/S	I/S	I/S	I/S	I/S	71.7	66.7	95.2	96.4
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	81	72.2	94.6	94.4
Disability Status										
Disabled	21	95.2	45	30	25	55	32.7	26	94.1	95.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	97.8
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	69.4	65.7	96.5	96.6
Socio-Economic Status										
Subsidized meals	55	98.2	24	32	44	76	69.2	63.2	94.5	95.5

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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							
2010	3	112	100	8.7	13.5	77.9	91.3
	4	126	100	8.4	26.1	65.5	91.6
	5	106	100	10.3	24.7	64.9	89.7
	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
2011	3	122	100	13.3	23	63.7	86.7
	4	110	100	10.7	24.3	65	89.3
	5	124	99.2	11.1	34.2	54.7	88.9
	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
Mathematics							
2010	3	112	100	14.4	30.8	54.8	85.6
	4	126	100	8.4	28.6	63	91.6
	5	105	100	7.2	25.8	67	92.8
	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
2011	3	122	100	23	31.9	45.1	77
	4	110	100	5.8	24.3	69.9	94.2
	5	124	99.2	12	35.9	52.1	88
	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
Science							
2010	3	58	100	28.3	47.2	24.5	71.7
	4	126	100	10.9	58	31.1	89.1
	5	54	100	16	44	40	84
	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
2011	3	63	100	24.6	49.1	26.3	75.4
	4	110	100	11.7	48.5	39.8	88.3
	5	61	100	14	47.4	38.6	86
	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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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	54	100	5.9	41.2	52.9	94.1
	4	126	100	10.1	37	52.9	89.9
	5	52	98.1	14.9	36.2	48.9	85.1
	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
2011	3	61	100	13.8	41.4	44.8	86.2
	4	110	100	8.7	31.1	60.2	91.3
	5	62	100	13.3	25	61.7	86.7
	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
Writing							
2010	3	108	99.1	9.7	20.4	69.9	90.3
	4	123	97.6	12.1	29.3	58.6	87.9
	5	105	98.1	8.3	37.5	54.2	91.7
	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
2011	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	123	99.2	13.8	31.9	54.3	86.2
	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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