



## Flowertown Elementary School

20 King Charles Circle  
Summerville, SC 29485

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	1,036 Students	
<b>Principal</b>	Donna D. Goodwin	843-871-7400
<b>Superintendent</b>	Joseph R. Pye	843-873-2901
<b>Board Chair</b>	Gail Hughes	843-708-7988

# THE STATE OF SOUTH CAROLINA 2014 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2014</b>	<b>Excellent</b>	<b>Good</b>
2013	Excellent	Good
2012	Excellent	Excellent
2011	Excellent	Excellent
2010	Excellent	Excellent

## 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://www.eoc.sc.gov>

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

Percent of students tested in 2013-14 whose 2012-13 test scores were located

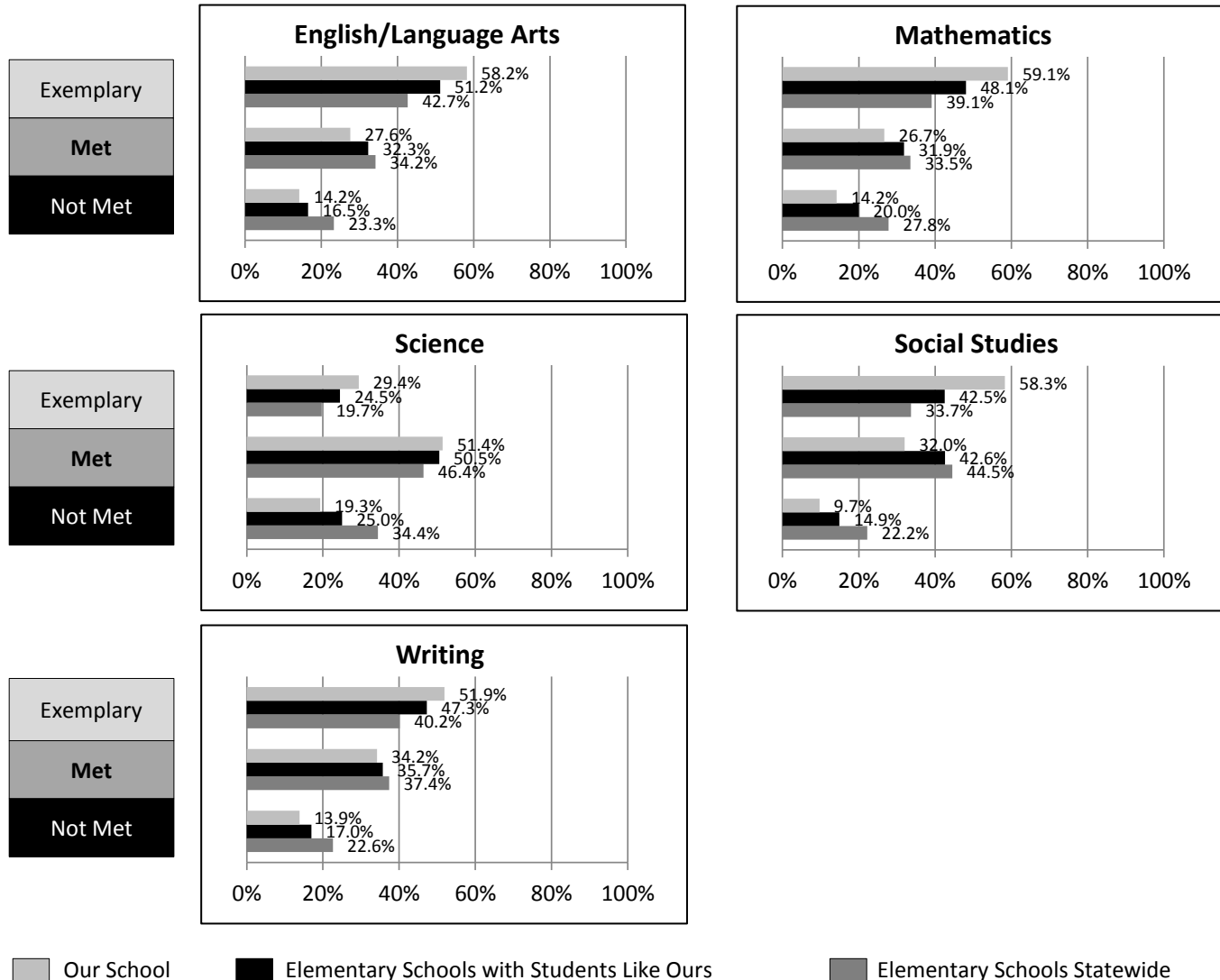
95.0%

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

Excellent	Good	Average	Below Average	At-Risk
50	29	8	0	0

\* Ratings are calculated with data available by 04/27/2015.

## South Carolina Palmetto Assessment of State Standards (SC 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 student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means 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 = 1,036)</b>				
1st graders who attended full-day kindergarten	97.5%	Up from 94.0%	100.0%	100.0%
Retention Rate	1.9%	Up from 1.4%	0.5%	1.0%
Attendance Rate	96.2%	Up from 96.0%	96.7%	96.5%
Served by gifted and talented program	11.5%	Up from 9.6%	10.4%	7.3%
With disabilities	11.6%	Down from 11.7%	11.4%	12.5%
Older than usual for grade	1.6%	Down from 1.7%	1.3%	1.8%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.7%	Up from 0.3%	0.0%	0.0%
<b>Teachers (n = 65)</b>				
Teachers with advanced degrees	56.9%	Down from 58.1%	64.2%	62.3%
Continuing contract teachers	81.5%	Down from 87.1%	82.5%	81.2%
Teachers returning from previous year	88.7%	Down from 89.4%	90.4%	88.4%
Teacher attendance rate	95.0%	Up from 92.9%	95.3%	95.3%
Average teacher salary*	\$47,722	Down 1.3%	\$50,017	\$47,902
Professional development days/teacher	14.1 days	Up from 12.3 days	11.7 days	10.9 days
<b>School</b>				
Principal's years at school	6.0	Up from 5.0	5.0	4.0
Student-teacher ratio in core subjects	19.8 to 1	Down from 20.2 to 1	20.5 to 1	19.9 to 1
Prime instructional time	89.6%	Up from 87.6%	91.3%	90.7%
Opportunities in the arts	Good	No change	Good	Good
SACS accreditation	Yes	No change	Yes	Yes
Parents attending conferences	99.4%	Up from 99.3%	100.0%	100.0%
Character development program	Excellent	No change	Excellent	Excellent
Dollars spent per pupil**	\$6,145	Down 2.2%	\$7,012	\$7,680
Percent of expenditures for instruction**	70.4%	Down from 72.0%	67.6%	66.8%
Percent of expenditures for teacher salaries**	70.0%	No change	66.8%	66.0%

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

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

## Report of Principal and School Improvement Council

Flowertown Elementary School, where “Believing is Achieving”, serves students from diverse ethnic, socio-economic, occupational, and educational backgrounds. Despite growth and change in our student population, an enduring characteristic of our school is that of a small-town “feel” promoting a positive, spirited school climate. FES fosters a compassionate culture in which diversity is embraced and neighbors care for and support one another. “Believe” captures the heart and soul of who we are as a school community and provides the foundation for nurturing active community involvement, high expectations, enthusiastic student engagement, shared leadership, and continuous growth of all staff in professional learning communities. ☐

☐

We believe that building a strong relationship with parents and community members is a hallmark of our school. FES students learn the value of responsible citizenship and service to our school and community through active participation in on-going initiatives such as building houses with Habitat for Humanity, and participating in Relay for Life and Jump Rope for Heart. These experiences help students recognize that they are just a small part of a much larger world. FES also boasts an active School Improvement Council and PTA, and twenty local businesses that assist us in countless ways through their partnerships. Our commitment to shared leadership includes involving multiple stakeholder groups in the decision-making process for our school. ☐

☐

Our community believes that “Being the Best You Can Be Begins with Me” and that continued excellence hinges on setting high expectations by working with students to set and monitor academic and behavioral goals. Classroom practices that positively influence student engagement are the keystone of our vision. Highly qualified teachers provide focused small group support in reading and math, and all students benefit from technology based initiatives. Data-driven collaborative planning and on-going formative assessment foster superior achievement and a solid foundation for life-long learning. ☐

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Receiving the National Blue Ribbon award for the 2013 – 2014 school year adds to the school’s enduring legacy of excellence. Our “Busy Bees” continue to make impressive gains on both national and state assessments which have earned them the Palmetto Gold status for overall academic achievement as well as the Palmetto Silver status for closing the achievement gap. Flowertown Elementary is a successful school that benefits from the hard work and determination of students, teachers, parents, staff and community. As we celebrate our many accomplishments and achievements, we are confident that we will continue to fulfill our mission and make excellent progress in the years to come.☐

☐

Thank you to everyone who supports Flowertown in creating a positive learning environment that fosters high expectations for all of our students.☐

☐

Donna Goodwin, Principal☐  
Debbie Call, SIC Chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	75	108	52
Percent satisfied with learning environment	98.6%	100.0%	96.1%
Percent satisfied with social and physical environment	98.7%	100.0%	100.0%
Percent satisfied with school-home relations	98.6%	100.0%	84.4%

\* 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

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I/S-Insufficient Sample

**ESEA/Federal Accountability Rating System**

In July 2013, the South Carolina Department of Education was granted a waiver from several accountability requirements of the Federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

<b>Overall Weighted Points Total</b>	<b>86.1</b>
<b>Overall Grade Conversion</b>	<b>B</b>

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the states' expectations.

**Accountability Indicator (Title I Schools)**

Flowertown Elementary School has been designated as a:

	Title I Reward School for Performance - among the highest performing Title I schools in a given year.
	Title I Reward School for Progress - one of the schools with substantial progress in school subgroups.
	Title I Focus School - one of the schools with the highest average performance gap between subgroups.
	Title I Priority School - one of the 5% lowest performing Title I schools.
X	Title I School - does not qualify as Reward, Focus or Priority School.
	Non-Title I School - therefore the designations above are not applicable.

**Teacher Quality and Student Attendance**

		<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers		0.4	3.2%
Classes in high poverty schools not taught by highly qualified teachers		N/A	7.3%
	<b>Our School</b>	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.2%	94.0%*	Yes
			<b>State</b>
Professional qualifications of all elementary and secondary teachers in the State (Advanced Degrees)			61.9%
Percentage of all elementary and secondary teachers in the State with emergency or provisional credentials			0.0%

\* Or greater than last year

Abbreviations for Missing Data

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I/S-Insufficient Sample

SC PASS Performance By Group - ESEA/Federal Accountability

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean*	ELA % Tested	Math % Tested	Science % Tested
Grades 3-5							
All Students	660.6	667.3	640.7	669.8	99.8	99.8	100.0
Male	655.7	665.9	638.4	670.3	99.6	99.6	100.0
Female	667.2	669.2	643.9	669.1	100.0	100.0	100.0
White	669.6	680.2	652.5	677.4	100.0	99.7	100.0
African American	638.7	637.7	612.1	653.1	100.0	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A
With Disabilities	597.0	589.3	584.2	612.4	98.2	100.0	100.0
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized Meals	647.7	649.7	623.7	656.2	99.6	99.6	100.0
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Annual Measurable Objective (AMO)	640.0	640.0	640.0	640.0	95.0	95.0	95.0

\* Social Studies used as "Other Academic Indicator" for elementary and middle schools.

## Two Year Elementary and Middle School Grades Trend Data

	Grade	SCPASS ELA			SCPASS Math		
		N	Mean	% Tested	N	Mean	% Tested
2013	3	154	668.9	99.4	154	668.9	99.4
	4	167	661.3	100.0	167	673.1	100.0
	5	177	661.7	100.0	177	674.6	100.0
	6	N/A	N/A	N/AV	N/A	N/A	N/AV
	7	N/A	N/A	N/AV	N/A	N/A	N/AV
	8	N/A	N/A	N/AV	N/A	N/A	N/AV
		SCPASS Science			SCPASS Social Studies*/History		
		N	Mean	% Tested	N	Mean	% Tested
	3	76	645.9	100.0	78	666.1	98.7
	4	167	652.5	100.0	167	670.9	100.0
	5	87	635.0	100.0	90	660.0	100.0
	6	N/A	N/A	N/AV	N/A	N/A	N/AV
	7	N/A	N/A	N/AV	N/A	N/A	N/AV
	8	N/A	N/A	N/AV	N/A	N/A	N/AV

	Grade	SCPASS ELA			SCPASS Math		
		N	Mean	% Tested	N	Mean	% Tested
2014	3	165	666.7	100.0	165	645.2	100.0
	4	158	656.3	99.4	159	674.1	99.4
	5	160	658.4	100.0	160	684.4	100.0
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A
		SCPASS Science			SCPASS Social Studies*/History		
		N	Mean	% Tested	N	Mean	% Tested
	3	82	632.8	100.0	83	671.3	100.0
	4	159	646.6	99.4	159	671.5	99.4
	5	79	638.5	100.0	81	666.4	100.0
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A

\* Social Studies used as "Other Academic Indicator" for elementary and middle schools.

NOTE: Results include the SC-ALT test.

## Abbreviations for Missing Data

N/A-Not Applicable

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I/S-Insufficient Sample

Performance by Group - ESEA/Federal Accountability (District)							4/27/2015	1802014
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Subgroups	ELA Mean	Math Mean	Science Mean	Soc Studies*/ History Mean	ELA % Tested	Math % Tested	Science % Tested	Graduation Rate
Grades 3 - 5								
All Students	658.0	660.6	634.1	659.7	99.9	99.9	99.9	N/A
Male	653.4	660.6	634.4	662.5	99.9	99.9	99.8	N/A
Female	663.1	660.5	633.7	656.9	99.9	99.9	99.9	N/A
White	670.7	675.3	646.7	672.9	100.0	99.9	100.0	N/A
African American	636.1	633.7	610.7	638.2	99.9	100.0	99.6	N/A
Asian/Pacific Islander	668.7	684.3	651.0	672.8	100.0	100.0	100.0	N/A
Hispanic	649.6	650.6	627.4	645.8	99.2	99.5	100.0	N/A
American Indian/Alaskan	649.4	656.1	637.2	638.1	100.0	100.0	100.0	N/A
With Disabilities	605.8	604.5	588.5	617.4	99.4	99.7	99.6	N/A
Limited English Proficient	644.1	653.4	615.0	644.7	100.0	99.6	100.0	N/A
Subsidized Meals	640.9	640.7	617.6	640.8	99.8	99.9	99.7	N/A
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Annual Measurable Objective (AMO)	640.0	640.0	640.0	640.0	95.0	95.0	95.0	N/A
Grades 6 - 8								
All Students	643.8	645.7	650.0	656.7	99.9	99.9	99.8	N/A
Male	636.1	643.4	650.9	660.9	99.9	99.9	99.8	N/A
Female	651.3	647.9	649.0	652.7	100.0	100.0	99.8	N/A
White	656.9	659.2	664.6	669.7	100.0	99.9	99.9	N/A
African American	620.5	620.7	623.4	633.3	99.9	99.9	99.6	N/A
Asian/Pacific Islander	664.2	681.6	680.1	687.4	100.0	100.0	100.0	N/A
Hispanic	635.9	637.5	642.8	648.2	99.7	100.0	100.0	N/A
American Indian/Alaskan	661.6	651.2	665.2	671.5	100.0	100.0	100.0	N/A
With Disabilities	586.9	591.0	597.3	602.9	100.0	100.0	99.4	N/A
Limited English Proficient	626.7	636.0	634.6	642.5	99.4	100.0	100.0	N/A
Subsidized Meals	625.5	625.6	630.7	637.9	99.9	99.9	99.6	N/A
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Annual Measurable Objective (AMO)	632.0	632.0	632.0	632.0	95.0	95.0	95.0	N/A
Grades 9 - 12								
All Students	233.1	227.7	85.3	78.1	99.4	99.4	100.0	84.5
Male	230.2	228.8	85.5	79.2	99.3	99.4	100.0	79.9
Female	236.1	226.5	85.2	77.0	99.4	99.4	100.0	89.6
White	238.1	234.9	89.5	80.9	99.4	99.3	100.0	87.0
African American	223.0	212.2	77.5	73.1	99.1	99.5	100.0	80.1
Asian/Pacific Islander	240.6	240.5	90.6	81.1	100.0	100.0	100.0	97.7
Hispanic	228.2	225.0	82.0	78.3	100.0	100.0	100.0	75.4
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	73.3
With Disabilities	207.2	199.8	71.1	68.9	97.5	97.5	100.0	44.3
Limited English Proficient	N/A	N/A	75.6	N/A	100.0	100.0	100.0	82.1
Subsidized Meals	225.8	216.9	80.4	73.8	99.4	99.4	100.0	75.3
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Annual Measurable Objective (AMO)	229.0	226.0	78.0	75.0	95.0	95.0	95.0	75.1

\* Social Studies used as "Other Academic Indicator" for elementary and middle schools.



Performance by Group - ESEA/Federal Accountability (State)							4/27/2015	1802014
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Subgroups	ELA Mean	Math Mean	Science Mean	Soc Studies*/ History Mean	ELA % Tested	Math % Tested	Science % Tested	Graduation Rate
Grades 3 - 5								
All Students	643.8	644.3	626.4	645.0	99.7	99.8	99.8	N/A
Male	638.9	643.9	627.0	646.5	99.7	99.8	99.8	N/A
Female	649.0	644.6	625.8	643.4	99.8	99.9	99.8	N/A
White	659.5	662.7	644.4	659.5	99.8	99.9	99.8	N/A
African American	622.3	617.3	601.2	624.1	99.7	99.8	99.7	N/A
Asian/Pacific Islander	669.9	686.6	655.9	673.4	99.9	100.0	99.8	N/A
Hispanic	631.7	634.6	614.5	636.5	99.7	99.9	99.9	N/A
American Indian/Alaskan	642.1	640.4	627.1	641.8	99.7	99.9	99.5	N/A
With Disabilities	599.3	596.5	587.6	609.2	98.9	99.5	99.5	N/A
Limited English Proficient	631.2	638.6	615.0	638.1	99.7	99.9	99.9	N/A
Subsidized Meals	627.7	625.2	609.4	628.7	99.7	99.8	99.7	N/A
Migrant	608.2	615.1	590.4	623.4	100.0	100.0	100.0	N/A
Annual Measurable Objective (AMO)	640.0	640.0	640.0	640.0	95.0	95.0	95.0	N/A
Grades 6 - 8								
All Students	627.8	632.2	634.7	637.4	99.7	99.7	99.7	N/A
Male	620.6	630.1	634.4	639.8	99.7	99.7	99.6	N/A
Female	635.4	634.3	635.0	634.9	99.8	99.8	99.7	N/A
White	644.3	647.7	652.3	652.3	99.8	99.8	99.7	N/A
African American	604.3	608.5	608.9	615.2	99.7	99.7	99.6	N/A
Asian/Pacific Islander	658.5	680.2	673.0	677.3	99.9	99.9	99.9	N/A
Hispanic	617.3	625.4	625.0	630.5	99.7	99.7	99.7	N/A
American Indian/Alaskan	629.4	631.2	637.2	638.3	99.9	99.8	99.7	N/A
With Disabilities	574.5	584.3	584.9	592.8	99.4	99.4	99.2	N/A
Limited English Proficient	612.5	625.8	622.5	629.8	99.6	99.7	99.8	N/A
Subsidized Meals	610.0	614.6	616.3	619.9	99.7	99.7	99.6	N/A
Migrant	586.4	606.8	600.8	607.7	98.2	98.2	100.0	N/A
Annual Measurable Objective (AMO)	632.0	632.0	632.0	632.0	95.0	95.0	95.0	N/A
Grades 9 - 12								
All Students	229.3	222.6	81.8	74.9	98.7	98.7	100.0	80.0
Male	225.6	222.4	81.8	75.9	98.3	98.3	100.0	75.7
Female	233.2	222.9	81.9	74.0	99.2	99.1	100.0	84.5
White	235.9	230.8	86.1	78.1	99.0	98.9	100.0	82.8
African American	219.6	209.6	75.2	69.9	98.3	98.3	100.0	76.0
Asian/Pacific Islander	240.2	245.8	89.4	80.3	99.3	99.3	100.0	88.0
Hispanic	225.1	219.4	79.5	73.5	98.9	99.0	100.0	76.9
American Indian/Alaskan	228.8	220.3	81.9	77.2	98.9	99.3	100.0	74.3
With Disabilities	204.3	196.5	68.4	66.2	96.6	96.5	100.0	43.2
Limited English Proficient	218.0	214.7	76.6	71.3	99.3	99.3	100.0	73.4
Subsidized Meals	221.1	212.6	76.8	70.8	98.3	98.2	100.0	72.5
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	61.5
Annual Measurable Objective (AMO)	229.0	226.0	78.0	75.0	95.0	95.0	95.0	75.1

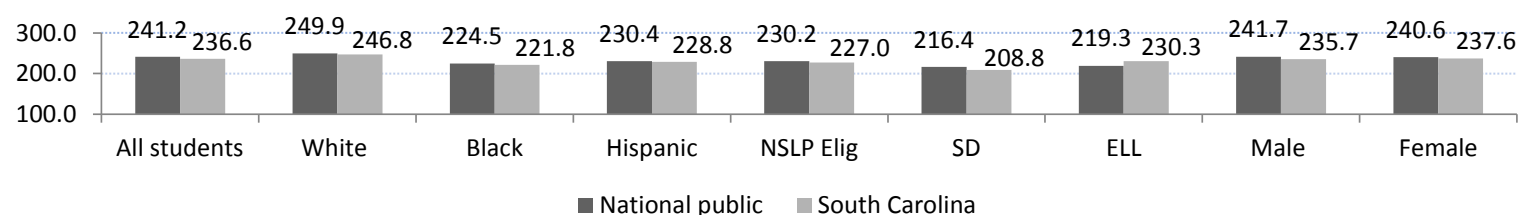
\* Social Studies used as "Other Academic Indicator" for elementary and middle schools.

\*Performance reported for SC and nation, data not available at school level.

### Reading - Grade 4 (2013)



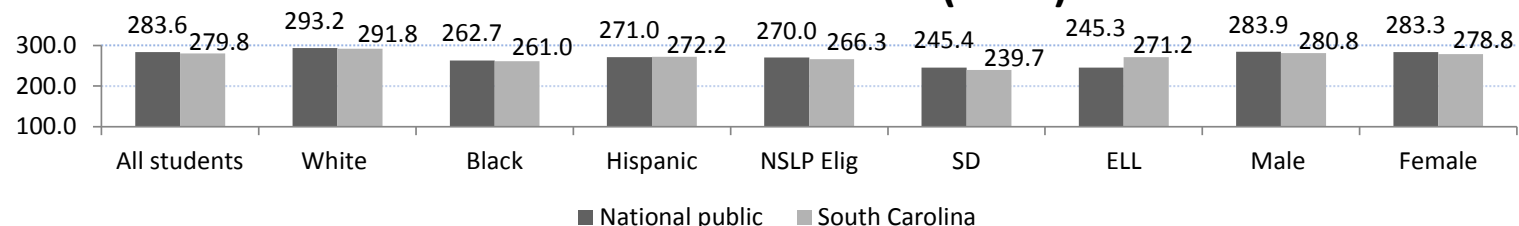
### Mathematics - Grade 4 (2013)



### Reading - Grade 8 (2013)



### Mathematics - Grade 8 (2013)



#### Key

NSLP National school lunch program

SD Student with disabilities

ELL English language learner

NAEP National Association of Education Progress

	SD Participation Rate	ELL Participation Rate
Reading, Grade 4	89.0%	96.0%
Reading, Grade 8	85.0%	96.0%
Mathematics, Grade 4	93.0%	99.0%
Mathematics, Grade 8	90.0%	95.0%

#### Our School

Number of recently arrived ELL students exempted from ELA in state assessments

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