



SEASIDE ELEMENTARY

1605 Woodland Drive Ext.
Garden City, South

Grades	PK-5 Elementary School	
Enrollment	703 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 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Excellent	Excellent*
2009	Excellent	Good
2008	Good	Average
2007	Good	Below Average
2006	Good	Average

* The School's 2010 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

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

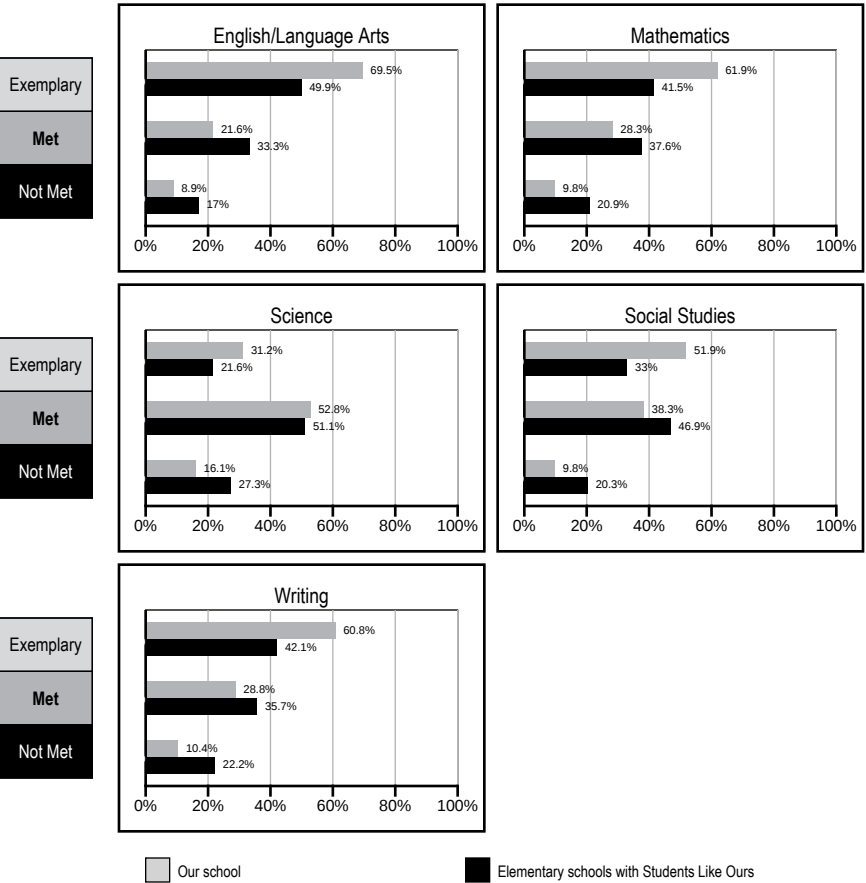
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 92.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
31	32	22	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=703)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.1%	Down from 2.8%	0.9%	1.2%
Attendance rate	95.5%	Down from 95.6%	96.4%	96.1%
Eligible for gifted and talented	24.4%	Down from 26.3%	17.2%	11.7%
With disabilities other than speech	11.0%	Up from 9.9%	7.0%	8.0%
Older than usual for grade	0.4%	Up from 0.3%	0.3%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.1%	0.0%	0.0%
Teachers (n=45)				
Teachers with advanced degrees	66.7%	Up from 60.4%	62.5%	60.5%
Continuing contract teachers	100.0%	Up from 93.8%	86.4%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	93.2%	Up from 92.6%	89.7%	87.0%
Teacher attendance rate	92.7%	Down from 93.5%	95.7%	95.4%
Average teacher salary*	\$52,237	Up 1.8%	\$48,579	\$47,288
Professional development days/teacher	18.7 days	Up from 17.9 days	11.7 days	10.5 days
School				
Principal's years at school	7.0	Up from 6.0	4.5	4.0
Student-teacher ratio in core subjects	21.2 to 1	Up from 19.8 to 1	20.0 to 1	19.2 to 1
Prime instructional time	87.1%	Down from 89.1%	91.8%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	14.9%	Up from 14.3%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,551	Up 6.8%	\$7,196	\$7,548
Percent of expenditures for instruction**	69.2%	Down from 70.5%	69.2%	68.7%
Percent of expenditures for teacher salaries**	65.3%	Up from 50.8%	66.3%	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

The students and staff of Seaside Elementary celebrated a successful year of learning. We have experienced this success as we advanced the academic levels of our students and continue to raise the bar to meet the needs of all of our students. The efforts of our staff, students, and parents 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. The Education Oversight Committee also recognized Seaside Elementary with the Silver 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 helped 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. Selected students also participated in small group remediation instruction in reading during the day. Workstations were implemented to support reading instruction.

Many extensive activities were planned to support student learning in all grade levels at Seaside. With the support of our PTO, community volunteers, and local business partners, we were able to provide direct assistance to students before school. Each Thursday afternoon, parents and students participated in our Family Reading Night where they read books together, took Accelerated Reader tests, and used the computers for research, reinforcement, or enrichment. Selected fifth-grade students participated in an online pre-algebra course as well as the Math Olympiad program.

To enhance our students' understanding of community and school interactions, all classes were involved in Junior Achievement. Sixty-five 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, Stocking Stuffers with the American Red Cross, Thanksgiving Food Drive, and Jump Rope for Heart.

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, 2009-2010

Debbie Leonard, School Improvement Chairperson, 2009-2010

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	40	99	56
Percent satisfied with learning environment	82.1%	90.9%	98.1%
Percent satisfied with social and physical environment	97.5%	87.8%	100.0%
Percent satisfied with school-home relations	100.0%	86.9%	94.5%

* 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
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This school met 17 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	
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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	2.0%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	2.0%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.5%	94.0%*	Yes

* Or greater than last year

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	346	100	9.3	21.7	68.9	93.5	85.4	83.5	Yes	Yes
Gender										
Male	160	100	10.6	25.2	64.2	93.4	82	80.1	N/A	N/A
Female	186	100	8.2	18.7	73.1	93.6	88.8	87	N/A	N/A
Racial/Ethnic Group										
White	317	100	8.5	22	69.5	94.6	89.5	89.6	Yes	Yes
African American	10	I/S	I/S	I/S	I/S	I/S	73.7	74.6	I/S	I/S
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	90.7	92.7	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	82.1	79.6	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	81.5	85.1	I/S	I/S
Disability Status										
Disabled	71	100	34.3	32.8	32.8	74.6	58.2	51.7	Yes	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	80.6	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	140	100	10.4	25.6	64	91.2	80.5	76.9	Yes	Yes

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

All Students	345	100	10.2	28.6	61.2	94.1	84.2	80.4	Yes	Yes
Gender										
Male	160	100	9.3	30.5	60.3	93.4	82.2	78.4	N/A	N/A
Female	185	100	11.1	26.9	62	94.7	86.3	82.5	N/A	N/A
Racial/Ethnic Group										
White	316	100	9.2	28.5	62.4	94.9	89.5	87.8	Yes	Yes
African American	10	I/S	I/S	I/S	I/S	I/S	69.8	69.3	I/S	I/S
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	94.1	93.5	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	78.3	78.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	82.7	83.2	I/S	I/S
Disability Status										
Disabled	70	100	34.3	35.8	29.9	77.6	53.9	46.1	Yes	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	78.7	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	139	100	15.2	32.8	52	91.2	78.5	72.8	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
Science								
All Students	239	100	16.1	52.5	31.4	83.9	71.8	67.3
Gender								
Male	109	100	11.8	52	36.3	88.2	71.7	66.9
Female	130	100	19.8	52.9	27.3	80.2	71.9	67.7
Racial/Ethnic Group								
White	219	100	15.3	51.2	33.5	84.7	80.4	79.6
African American	8	I/S	I/S	I/S	I/S	I/S	48.8	49.7
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	81.9	84.4
Hispanic	7	I/S	I/S	I/S	I/S	I/S	61.9	59.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	80	69.5
Disability Status								
Disabled	48	100	37	47.8	15.2	63	37.2	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	5	I/S	I/S	I/S	I/S	I/S	59.1	58.6
Socio-Economic Status								
Subsidized meals	92	100	21.7	53	25.3	78.3	63	55.4

Social Studies

All Students	233	99.6	10.6	37.6	51.8	89.4	75.3	70.9
Gender								
Male	113	99.1	13.5	35.6	51	86.5	74.2	70.1
Female	120	100	7.9	39.5	52.6	92.1	76.5	71.7
Racial/Ethnic Group								
White	215	100	10.8	37.4	51.7	89.2	80.5	79.2
African American	6	I/S	I/S	I/S	I/S	I/S	59.7	58.4
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	89.9	86.8
Hispanic	5	I/S	I/S	I/S	I/S	I/S	74	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	66	71.2
Disability Status								
Disabled	49	98	34.8	45.7	19.6	65.2	43.7	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	72.8	68
Socio-Economic Status								
Subsidized meals	94	98.9	11.8	47.1	41.2	88.2	68	60.8

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	336	98.2	10.2	28.9	61	89.8	76.8	72.1	95.5	95.8
Gender										
Male	157	97.5	14.2	36.5	49.3	85.8	69.9	65.2	95.3	95.7
Female	179	98.9	6.6	22.2	71.3	93.4	83.9	79.2	95.7	95.8
Racial/Ethnic Group										
White	308	99	9.6	28.5	61.9	90.4	83.2	80.8	95.5	95.5
African American	9	I/S	I/S	I/S	I/S	I/S	59.2	59.7	95.4	96.2
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	85.2	87	96.3	96.9
Hispanic	8	I/S	I/S	I/S	I/S	I/S	69.7	64.6	95.7	96.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	70.6	73.4	95.2	94.1
Disability Status										
Disabled	65	92.3	34.5	34.5	31	65.5	34.3	27.7	95.1	95.3
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	9	I/S	I/S	I/S	I/S	I/S	67.2	63.7	96.1	96.7
Socio-Economic Status										
Subsidized meals	131	97	16.4	40.2	43.4	83.6	68.9	61.9	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							
2009	3	130	100	12.6	22.7	64.7	87.4
	4	106	100	11.9	28.7	59.4	88.1
	5	116	100	6.9	35.3	57.8	93.1
	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
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
Mathematics							
2009	3	130	100	18.5	37.8	43.7	81.5
	4	106	100	4	32.7	63.4	96
	5	116	99.1	11.8	35.3	52.9	88.2
	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
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
Science							
2009	3	66	100	30.5	44.1	25.4	69.5
	4	104	100	14.1	57.6	28.3	85.9
	5	58	100	13.2	62.3	24.5	86.8
	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	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

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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	64	100	18.3	46.7	35	81.7
	4	106	100	7.9	37.6	54.5	92.1
	5	58	100	10.2	36.7	53.1	89.8
	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	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
Writing							
2009	3	131	97	17.8	29.7	52.5	82.2
	4	108	96.3	10.1	30.3	59.6	89.9
	5	113	99.1	15.5	35	49.5	84.5
	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	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

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