



## Forestbrook Elementary

4000 Panther Parkway  
Myrtle Beach, S.C. 29588

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	810 Students	
<b>Principal</b>	Johnny Calder	843-236-8100
<b>Superintendent</b>	Dr. Cynthia Elsberry	843-488-6700
<b>Board Chair</b>	Will Garland	843-358-8002

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Excellent</b>	<b>Good</b>
2007	Excellent	Good
2006	Excellent	Good
2005	Excellent	Good
2004	Excellent	Good

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

**Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating**

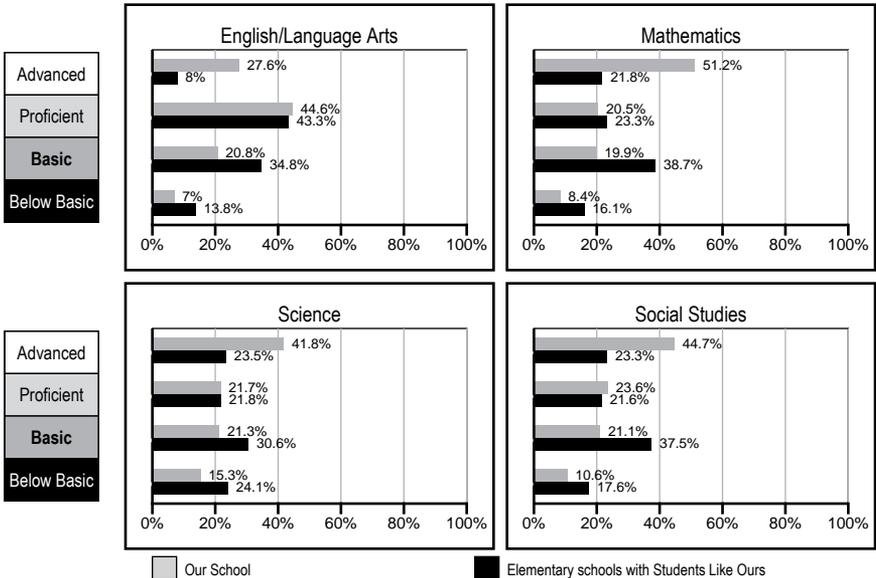
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 96%

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

Excellent	Good	Average	Below Average	At-Risk
2	34	53	3	0

\* Ratings are calculated with data available by September 30.

**Palmetto Achievement Challenge Tests (PACT)**



\* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

**Definition of Critical Terms**

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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=810)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.1%	Up from 1.7%	1.9%	2.3%
Attendance rate	96.6%	Up from 96.3%	96.5%	96.3%
Eligible for gifted and talented	24.6%	Down from 26.5%	16.6%	10.4%
With disabilities other than speech	12.3%	Up from 6.9%	6.8%	7.5%
Older than usual for grade	0.0%	Down from 0.5%	0.4%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.1%	0.0%	0.0%
<b>Teachers (n=53)</b>				
Teachers with advanced degrees	62.3%	Down from 66.0%	59.8%	56.7%
Continuing contract teachers	86.8%	Down from 90.0%	81.2%	77.3%
Teachers with emergency or provisional certificates	2.0%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	92.6%	Up from 90.5%	89.6%	86.4%
Teacher attendance rate	95.7%	Down from 95.8%	94.8%	94.9%
Average teacher salary	\$51,064	Up 3.7%	\$46,557	\$45,345
Professional development days/teacher	22.3 days	Down from 24.1 days	12.7 days	12.6 days
<b>School</b>				
Principal's years at school	15.0	Up from 14.0	5.0	4.0
Student-teacher ratio in core subjects	21.6 to 1	Up from 21.2 to 1	19.5 to 1	18.5 to 1
Prime instructional time	91.8%	Up from 90.7%	90.2%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$7,744	Up 17.5%	\$6,475	\$7,052
Percent of expenditures for instruction*	71.4%	Down from 74.1%	69.8%	69.1%
Percent of expenditures for teacher salaries*	65.4%	Down from 71.6%	66.0%	64.2%

\* 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**

Forestbrook Elementary School's family experienced many successes during the 2007-2008 school year. We were recognized again by the state's Education Oversight Committee as a school that is Closing the Gap for historically underachieving student groups. The State Department named Forestbrook a Palmetto Gold School. Landra Upchurch, a second grade teacher, was named a semifinalist for the Horry County Teacher of the Year. We also had a very successful year with our service-learning program, which is headed by our student council. This year alone, we were able to provide aid to Forestbrook families experiencing difficult times and we participated in the March of Dimes Walk, where we raised almost \$40,000, making us the top fundraising school in the state and one of the top in the entire nation.

The top priority at Forestbrook Elementary School is academic achievement. We continue to strive to move each and every student to higher levels of learning. With our continued use of the Northwest Evaluation Association's Measures of Academic Progress (MAP), we are able to continually study strengths and weaknesses of each child in kindergarten through fifth grade and chart individual courses of success. Our task is to analyze where our students showed growth, why the growth occurred, and utilize research-based curriculum and instruction decisions so all of our children are academically challenged. Conversely, we must investigate what changes need to be made and where expectations were not met so that we ensure success for all students to reach their maximum potential.

During the 2008-2009 school year, Forestbrook Elementary will undergo a renovation to the office area and begin construction of a new media center, multi-purpose room, computer labs, and several classrooms. The commitment of all stakeholders in the Forestbrook community has assisted in our student achievement being considerably higher than district, state, and national averages. We are very proud of our accomplishments and hope that you will share in our pride. Forestbrook Elementary School will continue to deliver award-winning programs and a world-class curriculum that allow all students to build the foundation needed to enable them to become successful lifelong achievers. This report card is a call to action for everyone to be involved in our continuing efforts to constantly improve. Thank you for your support and for sharing the responsibility of the success of our students, of our school, and of our community.

Johnny Calder, Principal  
 Barbara Rice, School Improvement Council Chairperson

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	48	101	56
Percent satisfied with learning environment	97.9%	98.0%	98.2%
Percent satisfied with social and physical environment	97.9%	99.0%	98.2%
Percent satisfied with school-home relations	97.9%	98.0%	98.2%

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

Abbreviations for Missing Data

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. Sanction: Implement the restructuring plan.
DELAY	<b>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."</b>
HOLD	<b>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."</b>

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	3.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	0.9%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.7%	0.0%	No
Student attendance rate	96.6%	94.0%	Yes

\* Or greater than last year

Abbreviations for Missing Data

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**PACT Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)**

All Students	388	99.7	6.7	21	44.5	27.8	81.1	57.2	48.2	Yes	Yes
<b>Gender</b>											
Male	183	99.5	9.8	24.9	46.8	18.5	76.9	50.3	41.7	N/A	N/A
Female	205	100	4	17.7	42.4	35.9	84.8	64.4	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	317	99.7	5.9	20	43.6	30.5	83	65.4	60	Yes	Yes
African American	35	100	6.5	29	41.9	22.6	80.6	34.7	31.7	I/S	I/S
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	73	70.4	I/S	I/S
Hispanic	29	100	17.9	28.6	50	3.6	57.1	43.1	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	47	47	I/S	I/S
<b>Disability Status</b>											
Disabled	78	100	27.8	47.2	19.4	5.6	44.4	21.7	16	Yes	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	25	100	12.5	25	54.2	8.3	66.7	39.1	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	162	100	10.6	24.5	47	17.9	74.8	44.9	34	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)**

All Students	388	100	8.1	20.2	20.4	51.3	80.4	56.4	45.8	Yes	Yes
<b>Gender</b>											
Male	183	100	9.8	20.7	20.7	48.9	76.4	55.9	45.6	N/A	N/A
Female	205	100	6.6	19.7	20.2	53.5	83.8	57	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	317	100	6.5	19.9	19.3	54.2	82.4	65.2	59	Yes	Yes
African American	35	100	9.7	22.6	32.3	35.5	77.4	31.6	26.9	I/S	I/S
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	75	71.3	I/S	I/S
Hispanic	29	100	25	25	17.9	32.1	57.1	42.6	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	48.5	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	78	100	37.5	40.3	8.3	13.9	27.8	20.8	17.1	No	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	25	100	20.8	20.8	25	33.3	58.3	41	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	162	100	11.9	28.5	22.5	37.1	72.2	43.9	31.4	Yes	Yes

\* Adj - 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

**PACT Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
<b>Science</b>											
All Students	261	100	15.2	21.2	21.6	42	63.6	41.4	35.7	96.6	96.3
<b>Gender</b>											
Male	120	100	14.9	28.1	18.4	38.6	57	43.8	37.4	96.7	96.2
Female	141	100	15.4	15.4	24.3	44.9	69.1	39	33.8	96.4	96.4
<b>Racial/Ethnic Group</b>											
White	214	100	14.1	18.9	23.8	43.2	67	50.4	49.2	96.5	96.1
African American	23	100	10	20	20	50	70	16.7	17	96.9	96.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	63.8	58	97.6	97.4
Hispanic	20	100	35	40	5	20	25	26.2	24.9	97.2	96.8
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	28.3	37.4	94.6	95.5
<b>Disability Status</b>											
Disabled	51	100	52.2	21.7	10.9	15.2	26.1	15.2	14	96.4	95.7
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	99.4
<b>English Proficiency</b>											
Limited English Proficient	18	100	27.8	44.4	5.6	22.2	27.8	22.7	24.4	97.6	97
<b>Socio-Economic Status</b>											
Subsided meals	109	100	21.6	26.5	24.5	27.5	52	28.8	21.1	96.3	96
<b>Social Studies</b>											
All Students	258	100	10.5	21.5	23.5	44.5	68	41.6	34	96.6	96.3
<b>Gender</b>											
Male	124	100	12.9	19	28.4	39.7	68.1	45.3	36.6	96.7	96.2
Female	134	100	8.4	23.7	19.1	48.9	67.9	37.8	31.3	96.4	96.4
<b>Racial/Ethnic Group</b>											
White	210	100	9.3	21.6	22.5	46.6	69.1	48.6	44.5	96.5	96.1
African American	24	100	15	25	20	40	60	20.7	19.1	96.9	96.7
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	57.2	58.9	97.6	97.4
Hispanic	20	100	21.1	21.1	31.6	26.3	57.9	33.9	27.5	97.2	96.8
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	39.1	32.7	94.6	95.5
<b>Disability Status</b>											
Disabled	50	100	40.4	29.8	12.8	17	29.8	17.1	14.4	96.4	95.7
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	99.4
<b>English Proficiency</b>											
Limited English Proficient	18	100	17.6	23.5	23.5	35.3	58.8	30.8	27.3	97.6	97
<b>Socio-Economic Status</b>											
Subsided meals	108	100	13.9	29.7	25.7	30.7	56.4	29.8	21	96.3	96

\* Adj - 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

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
<b>English/Language Arts</b>								
<b>2007</b>	3	132	98.5	1.6	14.8	37.5	46.1	83.6
	4	124	100	4.4	18.6	56.6	20.4	77
	5	124	100	2.5	27.5	60	10	70
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	128	100	1.6	9.8	32.8	55.7	88.5
	4	131	99.2	4.8	25	50	20.2	70.2
	5	129	100	13.6	28	50.4	8	58.4
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
<b>Mathematics</b>								
<b>2007</b>	3	132	100	7.8	17.1	14	61.2	75.2
	4	124	100	5.3	19.5	22.1	53.1	75.2
	5	124	100	5.8	15	34.2	45	79.2
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	128	100	4.1	23	13.1	59.8	73
	4	131	100	7.2	20	23.2	49.6	72.8
	5	129	100	12.8	17.6	24.8	44.8	69.6
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
<b>Science</b>								
<b>2007</b>	3	66	100	10.9	14.1	10.9	64.1	75
	4	124	100	12.4	23.9	21.2	42.5	63.7
	5	63	100	9.8	31.1	26.2	32.8	59
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	66	100	8.1	19.4	21	51.6	72.6
	4	131	100	14.4	22.4	24	39.2	63.2
	5	64	100	23.8	20.6	17.5	38.1	55.6
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
<b>Social Studies</b>								
<b>2007</b>	3	66	100	9.2	12.3	15.4	63.1	78.5
	4	124	99.2	10.6	19.5	26.5	43.4	69.9
	5	61	100	6.8	44.1	16.9	32.2	49.2
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	62	100	1.7	10	15	73.3	88.3
	4	131	100	9.6	24.8	27.2	38.4	65.6
	5	65	100	21	25.8	24.2	29	53.2
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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