



## Carlisle-Foster's Grove Elementary

625 Foster's Grove Road  
Chesnee, SC 29323

<b>Grades</b>	PK-4 Elementary School	
<b>Enrollment</b>	554 Students	
<b>Principal</b>	Nicha Jordan	864-578-2215
<b>Superintendent</b>	Dr. Scott Mercer	864-578-0128
<b>Board Chair</b>	Mr. Danny J. McDowell	864-578-0128



# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

### RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Good</b>	<b>Average</b>
2007	Good	Good
2006	Good	At-Risk
2005	Good	Below Average
2004	Good	Below Average

### 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**

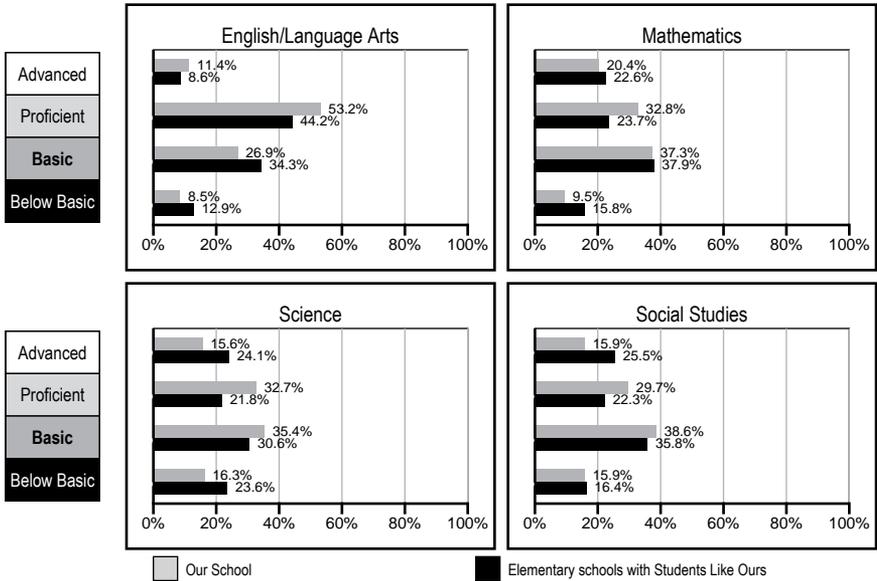
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 100%

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

Excellent	Good	Average	Below Average	At-Risk
4	26	40	1	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=554)</b>				
First graders who attended full-day kindergarten	100.0%	Up from 97.9%	100.0%	100.0%
Retention rate	0.6%	No Change	1.8%	2.3%
Attendance rate	96.3%	No Change	96.5%	96.3%
Eligible for gifted and talented	10.5%	Up from 8.6%	17.7%	10.4%
With disabilities other than speech	5.5%	Up from 3.0%	6.6%	7.5%
Older than usual for grade	0.0%	Down from 0.5%	0.3%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=33)</b>				
Teachers with advanced degrees	69.7%	Up from 66.7%	60.5%	56.7%
Continuing contract teachers	78.8%	Down from 81.8%	80.0%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	87.0%	Down from 88.7%	87.9%	86.4%
Teacher attendance rate	93.0%	Down from 94.2%	94.9%	94.9%
Average teacher salary	\$49,062	Up 5.9%	\$46,714	\$45,345
Professional development days/teacher	10.2 days	Up from 9.4 days	12.7 days	12.6 days
<b>School</b>				
Principal's years at school	13.0	Up from 12.0	3.0	4.0
Student-teacher ratio in core subjects	18.7 to 1	Down from 19.1 to 1	19.6 to 1	18.5 to 1
Prime instructional time	87.8%	Down from 88.7%	90.2%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.4%	Down from 99.1%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$6,488	Up 17.2%	\$6,488	\$7,052
Percent of expenditures for instruction*	64.1%	Down from 66.9%	69.9%	69.1%
Percent of expenditures for teacher salaries*	60.3%	Down from 63.4%	66.6%	64.2%

\* Prior year audited financial data are reported.

## Abbreviations for Missing Data

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**Report of Principal and School Improvement Council**

Carlisle-Foster's Grove Elementary had a successful 2007-2008 school year. During the year, the school met 13 out of 13 objectives for Adequate Yearly Progress (AYP) with our tested grades and subgroups under the No Child Left Behind Guidelines. We received the Palmetto Silver Award from the South Carolina Department of Education for significant academic achievement and improvement on the 2007 PACT. For the second year, CFG received the Closing the Achievement Gap award from the S.C. Education Oversight Committee. In addition, our school received accreditation from the Southern Association of Colleges and Schools.

Academic achievement is a major priority at CFG as we provide a safe, caring, and child-centered learning environment. To improve student learning, the increased use of technology has expanded opportunities for student interaction in instruction, enrichment, and assessment. ActivBoards were utilized in most classrooms. Odyssey and other software programs were utilized for enrichment in the instructional program. Measures of Academic Progress (MAP) test results were analyzed in kindergarten through fourth grade. These results allowed teachers to provide appropriate instruction for all students. The 100 Book Challenge program continues to promote extensive reading at school and at home by providing a variety of genres and quality literature at all reading levels. Twenty percent of students exceeded the school goal for the number of steps read in the 100 Book Challenge program.

Health and fitness were emphasized as students, parents, and faculty participated in school-wide events and activities. A school-wide Health Fair brought students, parents, and the community together. School service projects ensured involvement as we supported our military troops and community affiliations.

Our qualified and dedicated faculty works diligently to provide students with educational experiences that reach beyond the classroom. Mrs. Donna Tuck was voted Teacher of the Year. Two teachers received their National Board Certification status. Eight teachers were awarded grants totaling over \$20,000 for our school.

Dedicated teachers, parents, and community members continue to strive toward excellence for the students of Carlisle-Foster's Grove. Parental involvement and support remains strong as we work together to provide meaningful learning experiences for our students.

Nicha Jordan, Principal  
Carolyn Wall, School Improvement Chairperson

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	28	89	71
Percent satisfied with learning environment	96.4%	85.4%	83.1%
Percent satisfied with social and physical environment	100.0%	86.4%	80.0%
Percent satisfied with school-home relations	92.6%	86.2%	72.9%

\* 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

This school met 13 out of 13 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	2.2%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	4.9%	0.0%	No
Student attendance rate	96.3%	94.0%	Yes

\* Or greater than last year

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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	206	100	8.5	26.9	53.2	11.4	75.6	60.7	48.2	Yes	Yes
<b>Gender</b>											
Male	111	100	11.2	35.5	46.7	6.5	68.2	53.8	41.7	N/A	N/A
Female	95	100	5.3	17	60.6	17	84	68.5	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	180	100	7.4	29	51.1	12.5	75.6	64.4	60	Yes	Yes
African American	16	I/S	18.8	12.5	68.8	0	75	49.8	31.7	I/S	I/S
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	I/S	51.3	70.4	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	38.8	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
<b>Disability Status</b>											
Disabled	19	100	38.9	27.8	33.3	0	33.3	13.3	16	I/S	I/S
<b>Migrant Status</b>											
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	21.6	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	21	100	5	25	60	10	80	46.8	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	74	100	8.3	37.5	43.1	11.1	68.1	48	34	Yes	Yes

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

All Students	206	100	9.5	37.3	32.8	20.4	69.2	57.7	45.8	Yes	Yes
<b>Gender</b>											
Male	111	100	14	32.7	34.6	18.7	67.3	57.8	45.6	N/A	N/A
Female	95	100	4.3	42.6	30.9	22.3	71.3	57.5	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	180	100	6.8	37.5	34.1	21.6	71	62.4	59	Yes	Yes
African American	16	I/S	25	50	18.8	6.3	50	40	26.9	I/S	I/S
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	I/S	41.7	71.3	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	39.9	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	19	100	33.3	33.3	22.2	11.1	33.3	18.3	17.1	I/S	I/S
<b>Migrant Status</b>											
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	16.2	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	21	100	20	25	40	15	70	46.5	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	74	100	16.7	43.1	30.6	9.7	52.8	46.1	31.4	Yes	Yes

\* Adj - Adjusted to account for natural variation in performance.

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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*	School Attendance Rate	District Attendance Rate
<b>Science</b>											
All Students	150	100	16.3	35.4	32.7	15.6	48.3	41	35.7	96.3	96
<b>Gender</b>											
Male	83	100	16	34.6	32.1	17.3	49.4	44.6	37.4	96.4	96
Female	67	100	16.7	36.4	33.3	13.6	47	37	33.8	96.1	96.1
<b>Racial/Ethnic Group</b>											
White	131	100	15.5	34.9	32.6	17.1	49.6	46.1	49.2	96.1	95.9
African American	13	100	23.1	53.8	15.4	7.7	23.1	23.3	17	96.6	96.7
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	31	58	98.1	97.3
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	17.6	24.9	97.7	96.3
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	95.7
<b>Disability Status</b>											
Disabled	14	100	38.5	46.2	15.4	0	15.4	15.9	14	95.5	94.8
<b>Migrant Status</b>											
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	4.3	21.9	97.8	96.9
<b>English Proficiency</b>											
Limited English Proficient	12	100	9.1	27.3	63.6	0	63.6	24.5	24.4	97.6	96.6
<b>Socio-Economic Status</b>											
Subsided meals	54	100	25	36.5	30.8	7.7	38.5	29.6	21.1	95.5	95.4
<b>Social Studies</b>											
All Students	148	100	15.9	38.6	29.7	15.9	45.5	35.9	34	96.3	96
<b>Gender</b>											
Male	81	100	16.5	34.2	31.6	17.7	49.4	39.5	36.6	96.4	96
Female	67	100	15.2	43.9	27.3	13.6	40.9	31.9	31.3	96.1	96.1
<b>Racial/Ethnic Group</b>											
White	131	100	16.3	37.2	29.5	17.1	46.5	39	44.5	96.1	95.9
African American	9	I/S	I/S	I/S	I/S	I/S	I/S	20.9	19.1	96.6	96.7
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	32.1	58.9	98.1	97.3
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	28.6	27.5	97.7	96.3
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	95.7
<b>Disability Status</b>											
Disabled	11	100	27.3	36.4	27.3	9.1	36.4	9.5	14.4	95.5	94.8
<b>Migrant Status</b>											
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	15.4	22.6	97.8	96.9
<b>English Proficiency</b>											
Limited English Proficient	16	100	6.7	40	46.7	6.7	53.3	29.5	27.3	97.6	96.6
<b>Socio-Economic Status</b>											
Subsided meals	50	100	14.3	46.9	30.6	8.2	38.8	24.5	21	95.5	95.4

\* 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	98	100	6.3	36.5	50	7.3	57.3
	4	117	100	8.5	32.1	54.7	4.7	59.4
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	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	114	100	5.5	20	59.1	15.5	74.5
	4	92	100	12.1	35.2	46.2	6.6	52.7
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	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	98	100	20.8	44.8	30.2	4.2	34.4
	4	117	100	8.5	29.2	33	29.2	62.3
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	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	114	100	10	40.9	28.2	20.9	49.1
	4	92	100	8.8	33	38.5	19.8	58.2
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	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	46	100	26.1	52.2	19.6	2.2	21.7
	4	117	100	19.8	31.1	24.5	24.5	49.1
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	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	58	100	10.7	35.7	39.3	14.3	53.6
	4	92	100	19.8	35.2	28.6	16.5	45.1
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	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	52	100	12	56	22	10	32
	4	117	100	14.2	38.7	30.2	17	47.2
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	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	56	100	3.7	33.3	37	25.9	63
	4	92	100	23.1	41.8	25.3	9.9	35.2
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	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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