



Carlisle-Foster's Grove Elementary

625 Foster's Grove Road
Chesnee, SC 29323

Grades	PK-4 Elementary School	
Enrollment	552 Students	
Principal	Nicha Jordan	864-578-2215
Superintendent	Dr. Scott J. Mercer	864-578-0128
Board Chair	Mr. Danny J. McDowell	864-578-0128

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Good	Average
2008	Good	Average
2007	Good	Good
2006	Good	At-Risk
2005	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 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

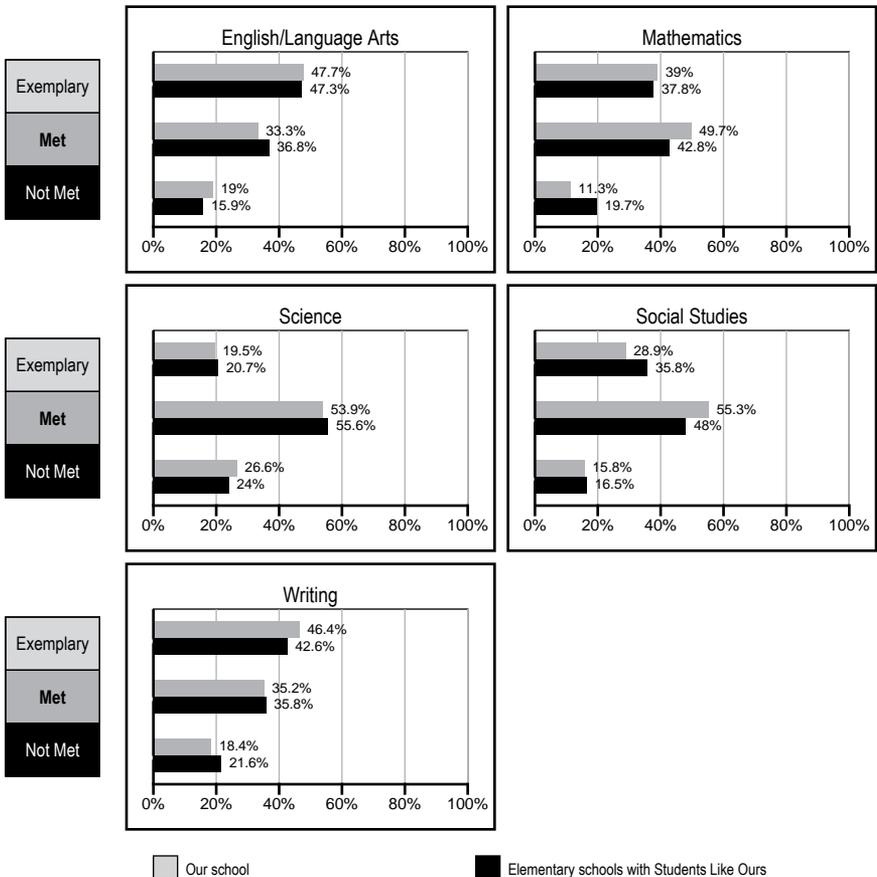
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 98.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
21	32	18	0	0

* Ratings are calculated with data available by 06/01/2010.

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=552)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.4%	Down from 0.6%	1.4%	1.9%
Attendance rate	96.4%	Up from 96.3%	96.6%	96.3%
Eligible for gifted and talented	14.8%	Up from 10.5%	16.1%	10.0%
With disabilities other than speech	7.2%	Up from 5.5%	6.6%	7.7%
Older than usual for grade	0.0%	No Change	0.3%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=32)				
Teachers with advanced degrees	71.9%	Up from 69.7%	61.1%	59.4%
Continuing contract teachers	87.5%	Up from 78.8%	83.9%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	83.4%	Down from 87.0%	86.0%	85.9%
Teacher attendance rate	94.8%	Up from 93.0%	95.1%	95.1%
Average teacher salary*	\$49,251	Up 0.4%	\$48,308	\$47,149
Professional development days/teacher	10.4 days	Up from 10.2 days	11.0 days	11.1 days
School				
Principal's years at school	14.0	Up from 13.0	4.0	4.0
Student-teacher ratio in core subjects	18.6 to 1	Down from 18.7 to 1	19.5 to 1	18.8 to 1
Prime instructional time	89.8%	Up from 87.8%	90.5%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	97.8%	Down from 98.4%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,813	Up 5.0%	\$6,674	\$7,458
Percent of expenditures for instruction**	64.2%	Up from 64.1%	70.3%	68.8%
Percent of expenditures for teacher salaries**	59.5%	Down from 60.3%	63.3%	63.2%

* 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

Carlisle-Foster's Grove Elementary is extremely proud of the many accomplishments made during the 2008-2009 school year. During the year, we achieved Adequate Yearly Progress in all 13 of our 13 descriptors. For two consecutive years, we earned the Palmetto Silver recognition, which is one of the highest academic honors awarded by the South Carolina Department of Education. For the third year, CFG received the Closing the Achievement Gap award from the S.C. Education Oversight Committee. In addition, our students, faculty, and staff were awarded the highly coveted Exemplary Writing Award by the South Carolina Department of Education.

Through the use of state-of-the-art technology, students were actively engaged in their learning. Students used computers in the classroom, as well as in two computer labs, to publish writing, complete research, and practice skills on their individual levels. Promethean Boards were used in all classrooms to enhance instruction. Multiple classroom sets of iPods were utilized as an instructional tool.

We honored our students' growth through Awards Day recognitions and celebrations. We added two new after-school clubs to include the Publishing Platoon and Ecology Club. The 100 Book Challenge program continued to encourage extensive reading at school and home. This year, our 532 students read 339,904 steps, which equaled to 84,976 hours or 5,098,560 minutes!

Our school recognizes the importance of innovative teaching practices. This stems from extensive staff development. At the onset of the school year, teachers presented and participated in the annual district-wide instructional fair. Over the span of a three year period, many of our teachers participated in the District Literacy Cohort, which emphasized best practices in literacy instruction. Throughout the year, teachers participated in monthly staff development, attended workshops and conferences, and observed other teachers to refine classroom instructional practices. Teachers also had the opportunity to take part in professional book clubs which were developed based on instructional needs of teachers.

Analysis of test data played a critical part in planning and differentiating instruction. Small-group instruction was the catalyst for addressing individual student needs based on students' strengths, weaknesses, and interests. Classroom instruction reflected the importance of addressing the many learning styles of students. By incorporating brain-based research strategies in the classroom, students were active participants in their learning.

Our school successes were based on data-driven decision making, effective home-school relations, ongoing professional development opportunities, teacher collaboration, and teamwork. We are extremely proud of our students, faculty, and staff at Carlisle-Foster's Grove Elementary School.

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	22	96	90
Percent satisfied with learning environment	95.5%	84.2%	88.8%
Percent satisfied with social and physical environment	100.0%	83.3%	91.0%
Percent satisfied with school-home relations	100.0%	86.5%	86.5%

* 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

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. 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	2.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.4%	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 = 58.8% (Met or Exemplary)

All Students	199	100	19	33.3	47.7	93.3	87.4	82.8	Yes	Yes
Gender										
Male	105	100	18.6	30.4	51	92.2	84.4	79.3	N/A	N/A
Female	94	100	19.4	36.6	44.1	94.6	90.8	86.5	N/A	N/A
Racial/Ethnic Group										
White	169	100	18.2	32.7	49.1	94.5	89.4	89.5	Yes	Yes
African American	18	100	16.7	33.3	50	88.9	82.4	73.7	I/S	I/S
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	90	92.3	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	72.2	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	82.5	I/S	I/S
Disability Status										
Disabled	22	100	81	14.3	4.8	57.1	52.2	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	48.5	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	24	100	26.1	43.5	30.4	91.3	77.8	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	78	100	25.3	37.3	37.3	93.3	81.4	75.5	Yes	Yes

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

All Students	199	100	11.3	49.7	39	93.3	86.3	78.9	Yes	Yes
Gender										
Male	105	100	12.7	43.1	44.1	93.1	84.3	77	N/A	N/A
Female	94	100	9.7	57	33.3	93.5	88.5	80.9	N/A	N/A
Racial/Ethnic Group										
White	169	100	10.9	47.9	41.2	93.9	88	87.2	Yes	Yes
African American	18	100	16.7	66.7	16.7	88.9	78.6	66.7	I/S	I/S
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	91.9	93	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	77.7	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	79.5	I/S	I/S
Disability Status										
Disabled	22	100	42.9	47.6	9.5	66.7	52	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	69.7	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	24	100	17.4	39.1	43.5	87	81.5	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	78	100	14.7	57.3	28	89.3	80.6	70.2	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	156	100	26.6	53.9	19.5	73.4	76.3	67.5
Gender								
Male	77	100	22.4	56.6	21.1	77.6	75.2	67
Female	79	100	30.8	51.3	17.9	69.2	77.5	68
Racial/Ethnic Group								
White	132	100	25.4	53.8	20.8	74.6	80.3	79.5
African American	14	100	28.6	64.3	7.1	71.4	60	50.3
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	76.3	84.3
Hispanic	1	I/S	I/S	I/S	I/S	I/S	60.6	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	12	100	58.3	33.3	8.3	41.7	35.4	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	45	46.1
English Proficiency								
Limited English Proficient	20	100	45	45	10	55	65.6	59.6
Socio-Economic Status								
Subsidized meals	60	100	32.8	53.4	13.8	67.2	65.7	55.1
Social Studies								
All Students	156	100	15.8	55.3	28.9	84.2	77.4	72.3
Gender								
Male	85	100	17.1	45.1	37.8	82.9	77.1	71.5
Female	71	100	14.3	67.1	18.6	85.7	77.8	73.2
Racial/Ethnic Group								
White	135	100	16	55.7	28.2	84	79.4	80.7
African American	15	100	13.3	53.3	33.3	86.7	70	60
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	76.5	88.5
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	67.1	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	20	100	47.4	47.4	5.3	52.6	43.1	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	41.2	50.7
English Proficiency								
Limited English Proficient	16	100	13.3	53.3	33.3	86.7	71	67.9
Socio-Economic Status								
Subsidized meals	64	100	14.8	60.7	24.6	85.2	68.7	62.1

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	199	100	18.4	35.2	46.4	81.6	79.7	70.2	96.4	96.3
Gender										
Male	105	100	21.4	36.9	41.7	78.6	73.9	63.2	96.6	96.2
Female	94	100	15.1	33.3	51.6	84.9	86.2	77.5	96.3	96.3
Racial/Ethnic Group										
White	169	100	18.1	33.7	48.2	81.9	82.2	79.1	96.2	96
African American	18	100	16.7	50	33.3	83.3	72.9	57.6	97.5	97
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	77.5	86.2	97.5	97.4
Hispanic	1	I/S	I/S	I/S	I/S	I/S	61.6	62.6	97.6	96.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	93.9	96.2
Disability Status										
Disabled	23	100	65.2	30.4	4.3	34.8	31.2	26.1	94.9	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	41.2	54.7	N/A	97.4
English Proficiency										
Limited English Proficient	24	100	21.7	39.1	39.1	78.3	65.8	61.2	97.3	96.9
Socio-Economic Status										
Subsidized meals	78	100	26.3	35.5	38.2	73.7	69.8	58.9	95.7	95.7

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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	86	100	17.9	23.8	58.3	82.1
	4	113	100	19.8	40.5	39.6	80.2
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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							
2009	3	86	100	16.7	44	39.3	83.3
	4	113	100	7.2	54.1	38.7	92.8
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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							
2009	3	43	100	32.6	46.5	20.9	67.4
	4	113	100	24.3	56.8	18.9	75.7
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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
Social Studies							
2009	3	43	100	19.5	43.9	36.6	80.5
	4	113	100	14.4	59.5	26.1	85.6
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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							
2009	3	85	100	15.5	22.6	61.9	84.5
	4	114	100	20.5	44.6	34.8	79.5
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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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