



Carlisle-Foster's Grove Elementary

625 Foster's Grove Rd.
Chesnee, SC 29323

Grades	PK-4 Elementary School	
Enrollment	516 Students	
Principal	Cathy Garner	864-578-2215
Superintendent	Dr. Scott J. Mercer	864-578-0128
Board Chair	Joyce M. Wright	864-706-7973

THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2012	Good	Average
2011	Good	Average
2010	Good	Average
2009	Good	Average
2008	Good	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 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 PASS Records Matched for Purpose of Computing Growth Rating

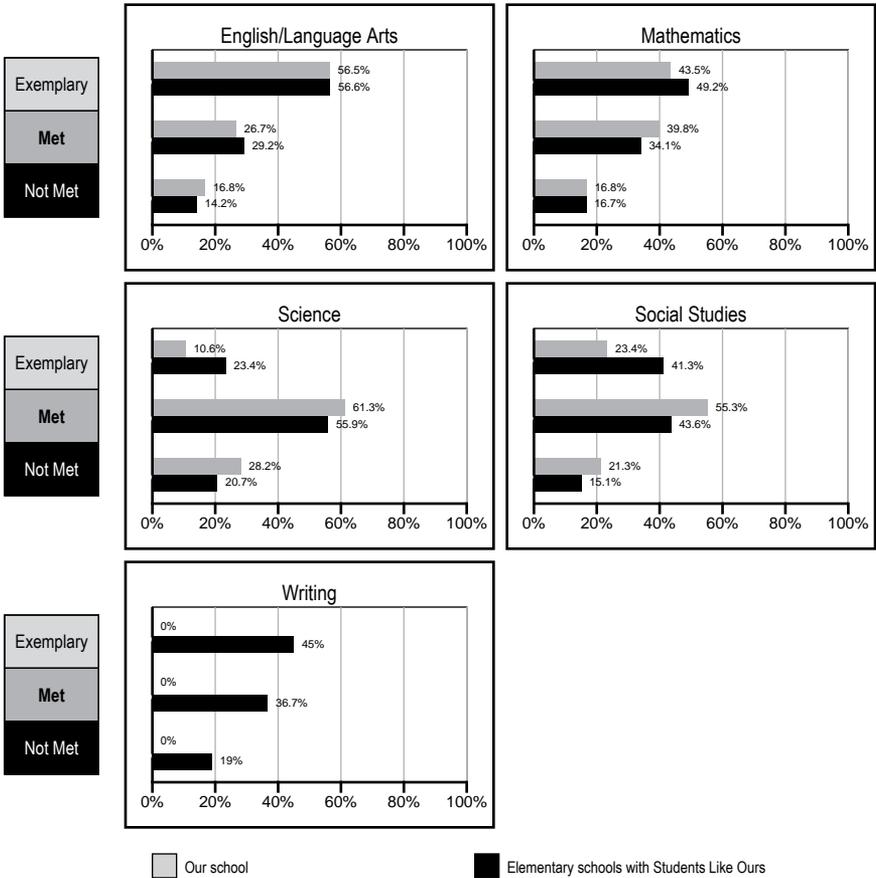
Percent of students tested in 2011-12 whose 2010-11 test scores were located | 98.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
44	13	2	1	0

* Ratings are calculated with data available by 11/07/2012.

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=516)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.2%	Up from 0.8%	0.9%	1.0%
Attendance rate	96.9%	Up from 96.0%	97.0%	96.6%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=30)				
Teachers with advanced degrees	76.7%	Up from 72.7%	62.5%	63.0%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	91.9%	No Change	90.1%	88.7%
Teacher attendance rate	95.6%	Down from 96.0%	95.2%	95.1%
Average teacher salary*	\$51,539	Up 2.1%	\$48,803	\$47,210
Professional development days/teacher	1.5 days	Down from 11.6 days	9.9 days	10.5 days
School				
Principal's years at school	1.0	Down from 16.0	4.0	4.0
Student-teacher ratio in core subjects	20.0 to 1	Up from 18.5 to 1	20.6 to 1	20.0 to 1
Prime instructional time	91.7%	Up from 90.3%	91.5%	90.5%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.5%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,576	Up 1.3%	\$6,787	\$7,247
Percent of expenditures for instruction**	62.3%	Up from 62.0%	69.4%	68.2%
Percent of expenditures for teacher salaries**	59.4%	Up from 59.3%	67.5%	65.7%

* 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

The mission of Carlisle-Foster's Grove Elementary, in partnership with the students, teachers, parents, and community members, is to educate children while developing competent lifelong learners in a nurturing, innovative environment that allows each student to reach his/her maximum potential. We are extremely proud of the many accomplishments made during the 2011 – 2012 school year. During the year, we achieved Adequate Yearly Progress in all 13 of our 13 descriptors. Carlisle-Foster's Grove consistently maintains high standards for all students. This is demonstrated by receiving Palmetto Silver recognition for four consecutive years, 100% participation in parent conferences, and the successful implementation of Guided Reading and Response to Intervention practices.

We celebrate our students' success through Awards Day, 100 Book Challenge, MAP, Odyssey, Fast Facts, Cubs for Character, and Cub Patrol recognitions. Math Out of the Box, an inquiry based program, was continued this year to enhance mathematical understanding and real life problem solving. The 100 Book Challenge program continued to encourage extensive independent reading at school and home. Students participated in hands-on learning in science through Watershed, High Touch & High Tech, and kits. Teachers integrated social studies and science content through the use of theme baskets, Social Studies Weekly periodicals, National Geographic Explorers, and historical fiction literature. Students participated in the South Carolina State Young Writer's Conference, Art Exhibits, Piedmont Interstate Fair, and Fitness Activities. Carlisle-Foster's Grove recognizes the importance of innovative teaching practices. Over the span of several years, over eighty percent of our teachers have participated in the District Literacy Cohort which emphasizes best practices in literacy instruction. Throughout the year, teachers participate in monthly staff development, weekly professional learning meetings with instructional coaches and administrators, blog in journal clubs, attend workshops and conferences, and observe other teachers to refine classroom instructional practices. Two teachers were selected to participate in the Foundations in School Leadership Program. One teacher received National Board Certification and five received their master's or master's plus 30. Several projects were funded throughout the year by Donor's Choose.

Analysis of test data plays a critical part in planning and differentiating instruction. Small group instruction is the catalyst for addressing individual student needs based on students' strengths, weaknesses, and interests.

Classroom instruction reflects the importance of addressing the many learning styles of students.

Carlisle-Foster's Grove Elementary School continues to improve curriculum and instruction in the classroom through on-going staff development, analysis of data, differentiated instruction, guided reading, best practices, and using technology to enhance instruction. Meeting the individual needs of our students continues to be our priority as we transition to Common Core State Standards (CCSS) which will ensure quality and rigor to maximize student success.

Cathy Garner, Principal

Loretta Williams, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	35	93	89
Percent satisfied with learning environment	97.1%	91.3%	96.4%
Percent satisfied with social and physical environment	100.0%	96.7%	93.2%
Percent satisfied with school-home relations	100.0%	93.5%	91.0%

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

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ESEA/Federal Accountability Rating System

In July 2012, 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.

Overall Weighted Points Total	94.4
Overall Grade Conversion	A

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 state's expectations

Accountability Indicator for Title I Schools

Carlisle-Foster's Grove 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 student 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.
- 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

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.5%	2.6%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.1%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.9%	94.0%*	Yes

* Or greater than last year

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Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 3-5						
All Students	675.4	660.5	620.9	633.1	100.0	100.0
Male	670.7	666.2	624.8	637.6	100.0	100.0
Female	680.2	654.5	616.9	628.3	100.0	100.0
White	679.6	663.9	623.8	636.3	100.0	100.0
African American	N/A	N/A	N/A	N/A	N/A	N/A
Asian/Pacific Islander	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
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	660.9	648.8	608.0	631.6	100.0	100.0
Annual Measurable Objective (AMO)	630.0	630.0	630.0	630.0	95.0	95.0

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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							
2011	3	99	100	11.6	25.3	63.2	88.4
	4	102	100	18.2	37.4	44.4	81.8
	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
2012	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	104	100	17.2	16.2	66.7	82.8
	4	95	100	16.3	38	45.7	83.7
	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
2012	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						
2011	3	99	100	18.9	34.7	46.3	81.1
	4	102	100	14.1	48.5	37.4	85.9
	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
2012	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	104	100	24.2	28.3	47.5	75.8
	4	95	100	8.7	52.2	39.1	91.3
	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
2012	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						
2011	3	50	100	39.6	35.4	25	60.4
	4	102	100	24.2	64.6	11.1	75.8
	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
2012	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	53	100	38	48	14	62
	4	95	100	22.8	68.5	8.7	77.2
	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
2012	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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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2011	3	49	100	27.7	38.3	34	72.3
	4	102	100	17.2	66.7	16.2	82.8
	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
2012	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	51	100	22.4	49	28.6	77.6
	4	95	100	20.7	58.7	20.7	79.3
	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
2012	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						
2011	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	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
2012	8	N/A	N/A	N/A	N/A	N/A	N/A
	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
2012	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

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