



## Carolina Forest Elementary

285 Carolina Forest Blvd.  
Myrtle Beach, SC 29579

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	941 Students	
<b>Principal</b>	Melissa Spearman	843-236-0001
<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>Good</b>	<b>Below Average</b>
2007	Good	Below Average
2006	Good	At-Risk
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**

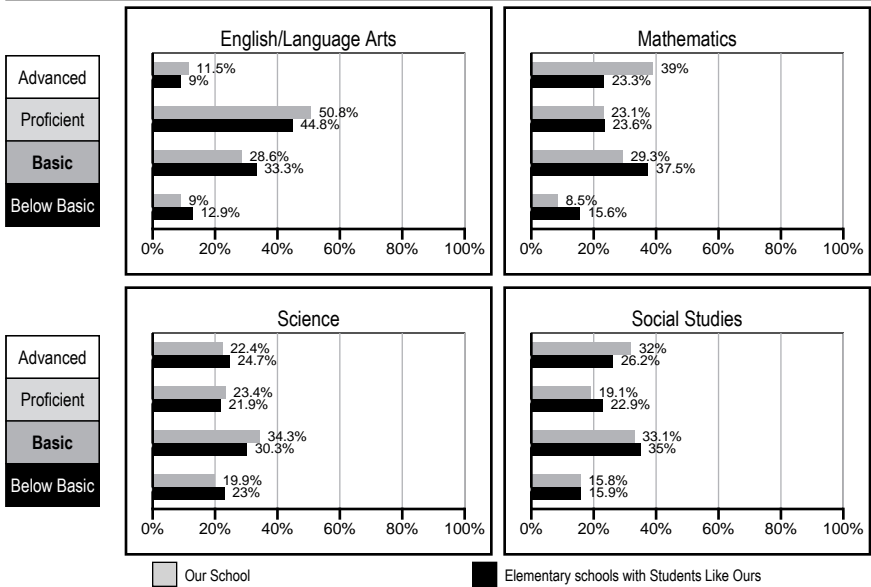
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 91%

**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=941)</b>				
First graders who attended full-day kindergarten	99.4%	Down from 100.0%	100.0%	100.0%
Retention rate	1.7%	Down from 2.1%	1.6%	2.3%
Attendance rate	96.3%	Up from 95.8%	96.6%	96.3%
Eligible for gifted and talented	24.4%	Up from 23.0%	18.6%	10.4%
With disabilities other than speech	6.0%	Up from 5.3%	6.5%	7.5%
Older than usual for grade	0.5%	Up from 0.4%	0.3%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.1%	No Change	0.0%	0.0%
<b>Teachers (n=60)</b>				
Teachers with advanced degrees	53.3%	Up from 49.0%	60.6%	56.7%
Continuing contract teachers	63.3%	Down from 69.2%	80.0%	77.3%
Teachers with emergency or provisional certificates	2.2%	Down from 2.6%	0.0%	0.0%
Teachers returning from previous year	77.9%	Up from 74.4%	87.5%	86.4%
Teacher attendance rate	96.0%	Up from 95.3%	95.1%	94.9%
Average teacher salary	\$47,222	Down 1.2%	\$46,799	\$45,345
Professional development days/teacher	21.0 days	Up from 13.9 days	12.1 days	12.6 days
<b>School</b>				
Principal's years at school	4.0	Up from 3.0	3.0	4.0
Student-teacher ratio in core subjects	20.1 to 1	Down from 22.3 to 1	20.3 to 1	18.5 to 1
Prime instructional time	90.9%	Up from 90.2%	90.3%	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*	\$6,930	Up 31.5%	\$6,689	\$7,052
Percent of expenditures for instruction*	66.1%	Down from 73.0%	70.6%	69.1%
Percent of expenditures for teacher salaries*	61.2%	Down from 69.7%	66.8%	64.2%

\* Prior year audited financial data are reported.

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**Report of Principal and School Improvement Council**

The 2007-2008 school year was another successful year at Carolina Forest Elementary School. Our school was awarded the AYP Gold Award. Many of our students exceeded the performance goals set forth by Horry County Schools. Celebrations were held to recognize the students' achievements in academics, attendance, and character development.

Our teachers and support staff were also successful. We continued to make progress towards our performance goals included in our strategic plan. Our staff participated in professional development focusing on instructional strategies to improve student achievement in reading and mathematics. A computer assessment program was again utilized to help improve instruction and measure student progress. Teachers collaborated at grade levels and across grade levels to plan standards-based instruction. Many teachers participated in graduate coursework to advance their degrees. Dr. Tim Peterman was selected as Teacher of the Year for our school. Dr. Peterman was also named as a Top Ten Finalist for Teacher of the Year by Horry County Schools.

The hard work and dedication of our parents and volunteers, as well as our outstanding community support, enhanced the mission of the school. Proceeds from our annual Founder's Day celebration were used to purchase Smart Boards for classroom instruction, technology resources, and literacy materials. We also purchased musical instruments, playground equipment, and math materials. A record number of volunteers worked to support our instructional programs.

During the 2008-2009 school year, we will work with our parents, community members, and School Improvement Council to provide opportunities for our students to excel academically and participate in extracurricular activities. We look forward to another great year as we continue to meet the needs of all children.

Melissa Spearman, Principal  
Jessica Smith, School Improvement Council

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	49	158	129
Percent satisfied with learning environment	100.0%	93.7%	92.0%
Percent satisfied with social and physical environment	100.0%	89.7%	91.4%
Percent satisfied with school-home relations	100.0%	87.3%	84.9%

\* 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

NO

This school met 19 out of 21 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	2.1%	0.0%	No
Student attendance rate	96.3%	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	468	100	9	28.6	50.8	11.5	70.4	57.2	48.2	Yes	Yes
<b>Gender</b>											
Male	230	100	11.7	33.2	45.8	9.3	63.1	50.3	41.7	N/A	N/A
Female	238	100	6.4	24.2	55.7	13.7	77.6	64.4	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	359	100	6.6	25.7	54.3	13.4	76.1	65.4	60	Yes	Yes
African American	40	100	16.7	41.7	41.7	0	52.8	34.7	31.7	I/S	Yes
Asian/Pacific Islander	14	100	15.4	23.1	46.2	15.4	69.2	73	70.4	I/S	I/S
Hispanic	40	100	22.2	47.2	27.8	2.8	36.1	43.1	38.4	I/S	Yes
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	47	47	I/S	I/S
<b>Disability Status</b>											
Disabled	51	100	41.3	30.4	21.7	6.5	37	21.7	16	No	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	31	100	27.6	44.8	24.1	3.4	34.5	39.1	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	180	100	14.5	35.8	43.4	6.3	59.7	44.9	34	Yes	Yes

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

All Students	468	100	8.5	29.3	23.1	39	73.7	56.4	45.8	Yes	Yes
<b>Gender</b>											
Male	230	100	9.3	28	20.1	42.5	73.8	55.9	45.6	N/A	N/A
Female	238	100	7.8	30.6	26	35.6	73.5	57	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	359	100	5.7	26.6	23.9	43.9	78.8	65.2	59	Yes	Yes
African American	40	100	11.1	47.2	22.2	19.4	63.9	31.6	26.9	I/S	Yes
Asian/Pacific Islander	14	100	7.7	15.4	23.1	53.8	84.6	75	71.3	I/S	I/S
Hispanic	40	100	30.6	38.9	22.2	8.3	38.9	42.6	38.1	I/S	Yes
American Indian/Alaskan	4	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	51	100	43.5	34.8	8.7	13	28.3	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	31	100	34.5	37.9	20.7	6.9	41.4	41	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	180	100	12.6	37.7	25.2	24.5	61.6	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	309	100	19.9	34.3	23.4	22.4	45.8	41.4	35.7	96.3	96.3
<b>Gender</b>											
Male	139	100	21.1	31.3	19.5	28.1	47.7	43.8	37.4	96.4	96.2
Female	170	100	19	36.7	26.6	17.7	44.3	39	33.8	96.2	96.4
<b>Racial/Ethnic Group</b>											
White	230	100	14.8	31.9	26.9	26.4	53.2	50.4	49.2	96.2	96.1
African American	30	100	44.4	37	11.1	7.4	18.5	16.7	17	96.7	96.7
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	63.8	58	97.8	97.4
Hispanic	32	100	39.3	46.4	10.7	3.6	14.3	26.2	24.9	96.8	96.8
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	28.3	37.4	94.5	95.5
<b>Disability Status</b>											
Disabled	29	100	61.5	15.4	7.7	15.4	23.1	15.2	14	96.3	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	24	100	45.5	31.8	13.6	9.1	22.7	22.7	24.4	97	97
<b>Socio-Economic Status</b>											
Subsided meals	126	100	29.1	43.6	11.8	15.5	27.3	28.8	21.1	96.2	96
<b>Social Studies</b>											
All Students	302	100	15.8	33.1	19.1	32	51.1	41.6	34	96.3	96.3
<b>Gender</b>											
Male	157	100	13.6	29.3	21.1	36.1	57.1	45.3	36.6	96.4	96.2
Female	145	100	18.3	37.4	16.8	27.5	44.3	37.8	31.3	96.2	96.4
<b>Racial/Ethnic Group</b>											
White	232	100	11.7	32.7	20.1	35.5	55.6	48.6	44.5	96.2	96.1
African American	25	100	26.1	34.8	13	26.1	39.1	20.7	19.1	96.7	96.7
Asian/Pacific Islander	12	100	9.1	45.5	9.1	36.4	45.5	57.2	58.9	97.8	97.4
Hispanic	23	100	45.5	27.3	18.2	9.1	27.3	33.9	27.5	96.8	96.8
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	39.1	32.7	94.5	95.5
<b>Disability Status</b>											
Disabled	34	100	40	30	10	20	30	17.1	14.4	96.3	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	22	100	42.9	38.1	19	0	19	30.8	27.3	97	97
<b>Socio-Economic Status</b>											
Subsided meals	112	100	25.3	33.3	22.2	19.2	41.4	29.8	21	96.2	96

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

Abbreviations for Missing Data

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## 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	135	99.3	1.7	16.9	58.5	22.9	81.4
	4	164	100	7.7	41.3	46.5	4.5	51
	5	130	100	10	39.2	46.7	4.2	50.8
	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	154	100	5.6	12.5	59	22.9	81.9
	4	143	100	6.9	25.2	58.8	9.2	67.9
	5	171	100	13.9	46.2	36.7	3.2	39.9
	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	135	99.3	5.1	33.1	28	33.9	61.9
	4	164	100	11	27.1	26.5	35.5	61.9
	5	130	100	9.2	24.2	24.2	42.5	66.7
	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	154	100	6.9	29.2	21.5	42.4	63.9
	4	143	100	9.2	29	16.8	45	61.8
	5	171	100	9.5	29.7	29.7	31	60.8
	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	69	100	16.4	31.1	24.6	27.9	52.5
	4	164	100	27.7	40.6	20.6	11	31.6
	5	66	100	26.2	31.1	24.6	18	42.6
	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	78	100	8.2	28.8	34.2	28.8	63
	4	143	100	22.1	39.7	19.8	18.3	38.2
	5	88	100	26.8	30.5	19.5	23.2	42.7
	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	97	5.4	41.1	33.9	19.6	53.6
	4	164	100	23.2	47.7	20	9	29
	5	64	100	15.3	45.8	20.3	18.6	39
	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	76	100	5.6	21.1	21.1	52.1	73.2
	4	143	100	17.6	39.7	19.1	23.7	42.7
	5	83	100	22.4	32.9	17.1	27.6	44.7
	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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