



## FORESTBROOK ELEMENTARY

4000 Panther Parkway  
Myrtle Beach, S.C. 29588

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	883 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 2011 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Excellent</b>	<b>Excellent</b>
2010	Excellent	Excellent
2009	Excellent	Excellent
2008	Excellent	Good
2007	Excellent	Good

## 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://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

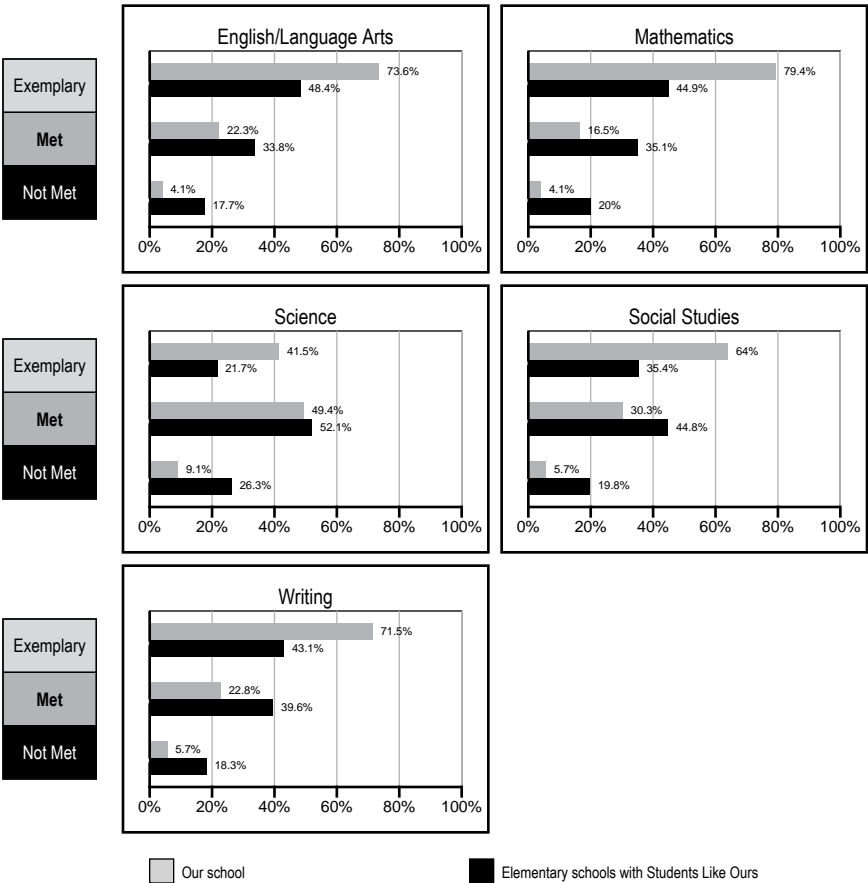
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 96.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
31	38	19	0	0

\* Ratings are calculated with data available by 11/09/2011.

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
<b>Students (n=883)</b>				
First graders who attended full-day kindergarten	99.2%	Down from 100.0%	100.0%	100.0%
Retention rate	1.2%	Down from 1.9%	0.9%	1.1%
Attendance rate	96.2%	Down from 96.6%	96.2%	96.2%
Served by gifted and talented program	29.3%	Up from 28.0%	19.1%	13.4%
With disabilities other than speech	4.6%	Down from 9.8%	3.9%	4.1%
Older than usual for grade	0.0%	Down from 0.3%	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=53)</b>				
Teachers with advanced degrees	69.8%	Up from 66.7%	64.6%	62.5%
Continuing contract teachers	94.3%	Down from 96.1%	90.9%	88.2%
Teachers returning from previous year	94.6%	Up from 93.9%	89.6%	87.8%
Teacher attendance rate	94.8%	Up from 92.8%	95.3%	95.2%
Average teacher salary*	\$55,495	Up 1.3%	\$48,010	\$46,773
Professional development days/teacher	14.1 days	Down from 15.4 days	11.1 days	10.5 days
<b>School</b>				
Principal's years at school	19.0	Up from 17.0	5.0	4.0
Student-teacher ratio in core subjects	22.1 to 1	Up from 21.5 to 1	20.8 to 1	19.9 to 1
Prime instructional time	89.4%	Up from 89.1%	90.2%	90.4%
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**	\$8,565	Down 3.2%	\$7,127	\$7,447
Percent of expenditures for instruction**	69.5%	Up from 69.1%	68.8%	68.4%
Percent of expenditures for teacher salaries**	66.2%	Up from 65.3%	66.3%	65.8%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

## Abbreviations for Missing Data

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## Report of Principal and School Improvement Council

Forestbrook Elementary School's family experienced many successes during the 2010-11 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. Julie Anderson, a music teacher, was named a semi-finalist for the Horry County School's 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 some of our Forestbrook families who were experiencing difficulty. We also participated in the March of Dimes Walk, where we raised over \$25,000. This accomplishment made us the top fundraising school in the state and one of the top schools in the nation for the third consecutive year.

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 and chart individual courses of success. Our task is to analyze where our students showed growth, determine how that growth occurred, and utilize research-based curriculum and instructional decisions well 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 and allow them to reach their maximum potential.

Forestbrook Elementary's recent renovation and construction of a new media center, multi-purpose center, computer labs, and several classrooms have given us much needed space. The commitment of all stakeholders in the Forestbrook community has assisted in our student achievement being among the best in the state. 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 allows 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, our school, and our community.

Johnny Calder, Principal

Barbara Rice, School Improvement Council Chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	27	111	94
Percent satisfied with learning environment	100.0%	98.2%	100.0%
Percent satisfied with social and physical environment	100.0%	96.4%	97.9%
Percent satisfied with school-home relations	100.0%	98.2%	98.9%

\* 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 21 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. 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	4.4%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.8%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.2%	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
<b>English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)</b>										
All Students	417	100	4.1	22.3	73.7	97.5	85.5	82.4	Yes	Yes
<b>Gender</b>										
Male	226	100	5.6	21.6	72.8	96.2	82.5	78.7	N/A	N/A
Female	191	100	2.2	23.1	74.7	98.9	88.6	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	324	100	3.5	20.8	75.6	98.1	90.1	88.9	Yes	Yes
African American	48	100	4.4	26.7	68.9	95.6	73.6	72.9	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	90.2	93	I/S	I/S
Hispanic	34	100	7.4	33.3	59.3	96.3	81.3	79.3	I/S	I/S
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	86.2	83	I/S	I/S
<b>Disability Status</b>										
Disabled	66	100	18.3	40	41.7	85	55.8	48.1	Yes	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	24	100	10.5	36.8	52.6	94.7	80.6	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	215	100	5.6	25.6	68.7	96.9	80.6	75.4	Yes	Yes
<b>Mathematics - State Performance Objective = 79.0% (Met or Exemplary)</b>										
All Students	417	100	4.1	16.7	79.2	97.2	86	81.9	Yes	Yes
<b>Gender</b>										
Male	226	100	4.2	18.3	77.5	97.2	84.1	79.9	N/A	N/A
Female	191	100	3.8	14.8	81.3	97.3	88.1	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	324	100	3.8	15.1	81.1	97.4	90.8	88.9	Yes	Yes
African American	48	100	4.4	26.7	68.9	95.6	73.1	71.4	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	91.9	94.6	I/S	I/S
Hispanic	34	100	3.7	22.2	74.1	96.3	83.2	81.1	I/S	I/S
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	87	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	66	100	20	46.7	33.3	83.3	55.6	47.3	Yes	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	24	100	5.3	36.8	57.9	94.7	82.9	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	215	100	6.2	21	72.8	95.4	81.4	74.9	Yes	Yes

\* 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

## 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
<b>Science</b>								
All Students	282	100	9.4	49.2	41.4	90.6	74.8	68.6
<b>Gender</b>								
Male	155	100	9	45.5	45.5	91	74.4	68.3
Female	127	100	9.9	53.7	36.4	90.1	75.2	68.9
<b>Racial/Ethnic Group</b>								
White	218	100	7.7	46.2	46.2	92.3	83	80.7
African American	30	100	21.4	53.6	25	78.6	53.8	51.4
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	85	85.3
Hispanic	26	100	4.5	77.3	18.2	95.5	66.2	61.6
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	78	70.8
<b>Disability Status</b>								
Disabled	50	100	33.3	46.7	20	66.7	41.7	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
<b>English Proficiency</b>								
Limited English Proficient	18	100	6.3	75	18.8	93.8	65.2	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	150	100	11.1	56.3	32.6	88.9	66.8	57.3
<b>Social Studies</b>								
All Students	274	100	5.7	30.5	63.7	94.3	77.8	72.5
<b>Gender</b>								
Male	142	100	5.2	23	71.9	94.8	77.5	72
Female	132	100	6.3	38.6	55.1	93.7	78.1	73.1
<b>Racial/Ethnic Group</b>								
White	216	100	5.7	30	64.3	94.3	83.7	81
African American	31	100	3.6	42.9	53.6	96.4	61.1	60
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	88.6	89
Hispanic	19	100	6.3	25	68.8	93.8	75.4	69.6
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	77.6	73.5
<b>Disability Status</b>								
Disabled	34	100	29	41.9	29	71	46	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
<b>English Proficiency</b>								
Limited English Proficient	15	100	7.7	30.8	61.5	92.3	75.3	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	133	100	9	37.7	53.3	91	71	62.9

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
<b>Writing</b>										
All Students	129	100	5.7	22.8	71.5	94.3	76.6	73.2	96.2	95.8
<b>Gender</b>										
Male	64	100	9.7	29	61.3	90.3	71.3	67.2	96.1	95.8
Female	65	100	1.6	16.4	82	98.4	82.2	79.4	96.4	95.8
<b>Racial/Ethnic Group</b>										
White	98	100	7.4	23.2	69.5	92.6	82.2	81.5	96.1	95.5
African American	17	100	N/AV	N/AV	N/AV	100	61	61.3	97	96.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	88	87	97.3	96.7
Hispanic	9	I/S	I/S	I/S	I/S	I/S	71.7	66.7	97	96.4
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	81	72.2	96.1	94.4
<b>Disability Status</b>										
Disabled	21	100	31.6	52.6	15.8	68.4	32.7	26	95.7	95.2
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	97.8
<b>English Proficiency</b>										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	69.4	65.7	97.4	96.6
<b>Socio-Economic Status</b>										
Subsidized meals	70	100	7.8	28.1	64.1	92.2	69.2	63.2	96	95.5

Abbreviations for Missing Data

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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>English/Language Arts</b>							
<b>2010</b>	3	133	100	3.3	8.1	88.6	96.7
	4	123	100	10.8	25.8	63.3	89.2
	5	140	100	1.5	34.6	63.8	98.5
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	3	147	100	3.6	15	81.4	96.4
	4	140	100	5.3	24.8	69.9	94.7
	5	129	100	3.3	27.9	68.9	96.7
	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
<b>Mathematics</b>							
<b>2010</b>	3	133	100	1.6	9.8	88.6	98.4
	4	123	100	5	30	65	95
	5	140	100	3.1	29.2	67.7	96.9
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	3	147	100	4.3	14.3	81.4	95.7
	4	140	100	2.3	18	79.7	97.7
	5	129	100	5.7	18	76.2	94.3
	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
<b>Science</b>							
<b>2010</b>	3	69	100	12.3	35.4	52.3	87.7
	4	123	100	8.3	56.7	35	91.7
	5	71	100	10.8	47.7	41.5	89.2
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	3	77	100	16.7	30.6	52.8	83.3
	4	139	100	4.5	62.1	33.3	95.5
	5	66	100	11.3	43.5	45.2	88.7
	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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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>Social Studies</b>							
<b>2010</b>	3	65	100	3.4	20.3	76.3	96.6
	4	123	100	5	36.7	58.3	95
	5	69	100	18.5	50.8	30.8	81.5
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	3	70	100	4.3	18.8	76.8	95.7
	4	140	100	3.8	31.6	64.7	96.2
	5	63	100	11.7	41.7	46.7	88.3
	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
<b>Writing</b>							
<b>2010</b>	3	132	99.2	3.3	9.8	86.9	96.7
	4	123	100	7.5	20.8	71.7	92.5
	5	140	100	6.8	28.8	64.4	93.2
	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
<b>2011</b>	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	129	100	5.7	22.8	71.5	94.3
	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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