



CAROLINA FOREST ELEMENTARY

285 Carolina Forest Blvd.
Myrtle Beach, SC 29579

Grades	PK-5 Elementary School	
Enrollment	1,004 Students	
Principal	Melissa Spearman	843-236-0001
Superintendent	Dr. Cynthia Elsberry	843-488-6700
Board Chair	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
2011	Excellent	Excellent
2010	Excellent	Excellent
2009	Excellent	Good
2008	Good	Below Average
2007	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 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

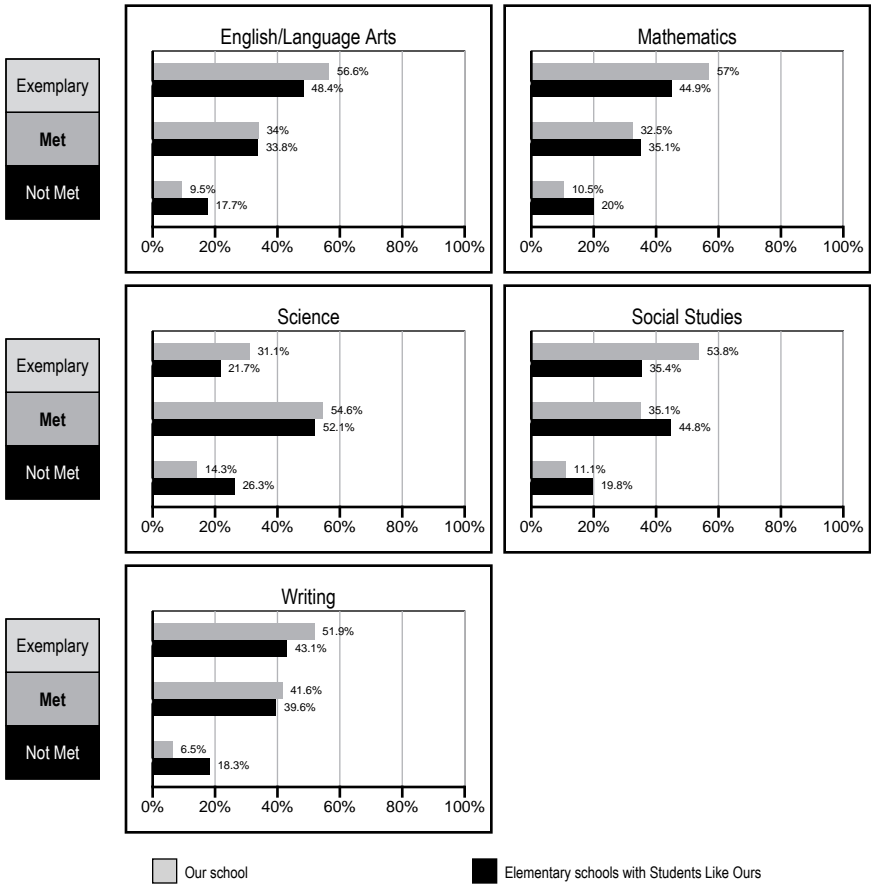
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 94.8%

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
Students (n=1,004)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.1%	Down from 1.5%	0.9%	1.1%
Attendance rate	95.2%	Down from 96.1%	96.2%	96.2%
Served by gifted and talented program	21.5%	Up from 21.3%	19.1%	13.4%
With disabilities other than speech	3.2%	Down from 5.8%	3.9%	4.1%
Older than usual for grade	0.2%	Up from 0.1%	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.1%	Up from 0.0%	0.0%	0.0%
Teachers (n=58)				
Teachers with advanced degrees	58.6%	Up from 57.9%	64.6%	62.5%
Continuing contract teachers	81.0%	Up from 78.9%	90.9%	88.2%
Teachers returning from previous year	89.9%	Down from 91.8%	89.6%	87.8%
Teacher attendance rate	96.0%	Up from 92.5%	95.3%	95.2%
Average teacher salary*	\$46,391	Down 5.6%	\$48,010	\$46,773
Professional development days/teacher	20.0 days	Up from 19.4 days	11.1 days	10.5 days
School				
Principal's years at school	7.0	Up from 6.0	5.0	4.0
Student-teacher ratio in core subjects	21.2 to 1	Up from 18.8 to 1	20.8 to 1	19.9 to 1
Prime instructional time	88.4%	Up from 85.0%	90.2%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	97.3%	Up from 90.8%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,526	Down 6.8%	\$7,127	\$7,447
Percent of expenditures for instruction**	69.6%	Up from 68.7%	68.8%	68.4%
Percent of expenditures for teacher salaries**	65.0%	Up from 64.5%	66.3%	65.8%

* 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 2010-11 school year was another successful year at Carolina Forest Elementary School. Our school was awarded a Palmetto Gold Award from the South Carolina Department of Education for our overall school performance on PASS. We were also awarded the Palmetto Gold Award for closing the achievement gap for our subgroup students. 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 utilized to help improve instruction and measure student progress. Teachers collaborated as grade levels and across grade levels to plan standards-based instruction. Many teachers participated in graduate coursework to advance their degrees. Sarah Pedersen was selected as Teacher of the Year for our school.

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 technology resources and literacy materials. A record number of volunteers worked to support our instructional programs.

During the 2011-12 school year, CFES will work with our parents, community members and the 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 2010-11
 Linette Watkins, School Improvement Council

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	49	138	96
Percent satisfied with learning environment	83.3%	94.2%	86.2%
Percent satisfied with social and physical environment	93.9%	89.7%	85.3%
Percent satisfied with school-home relations	87.5%	91.9%	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 21 out of 23 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	95.2%	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
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	494	100	9.6	34	56.4	93.4	85.5	82.4	Yes	Yes
Gender										
Male	257	100	11.4	37.4	51.2	91.9	82.5	78.7	N/A	N/A
Female	237	100	7.7	30.2	62.2	95	88.6	86.2	N/A	N/A
Racial/Ethnic Group										
White	360	100	6.3	33	60.6	95.7	90.1	88.9	Yes	Yes
African American	66	100	15.8	38.6	45.6	87.7	73.6	72.9	Yes	Yes
Asian/Pacific Islander	20	100	5.3	36.8	57.9	100	90.2	93	I/S	I/S
Hispanic	42	100	30.8	30.8	38.5	76.9	81.3	79.3	I/S	Yes
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	86.2	83	I/S	I/S
Disability Status										
Disabled	63	100	47.5	34.4	18	65.6	55.8	48.1	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	29	100	19.4	41.9	38.7	87.1	80.6	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	279	100	14.3	40.2	45.6	89.6	80.6	75.4	Yes	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	494	100	10.9	32.5	56.6	93.6	86	81.9	Yes	Yes
Gender										
Male	257	100	13.4	31.7	54.9	91.5	84.1	79.9	N/A	N/A
Female	237	100	8.1	33.3	58.6	95.9	88.1	84.1	N/A	N/A
Racial/Ethnic Group										
White	360	100	8.3	32.2	59.5	96	90.8	88.9	Yes	Yes
African American	66	100	17.5	35.1	47.4	87.7	73.1	71.4	Yes	Yes
Asian/Pacific Islander	20	100	5.3	10.5	84.2	94.7	91.9	94.6	I/S	I/S
Hispanic	42	100	23.1	41	35.9	84.6	83.2	81.1	I/S	Yes
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	87	84.4	I/S	I/S
Disability Status										
Disabled	63	100	49.2	44.3	6.6	63.9	55.6	47.3	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	29	100	9.7	32.3	58.1	90.3	82.9	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	279	100	14.7	36.3	49	91.1	81.4	74.9	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	336	100	14.8	54.3	30.9	85.2	74.8	68.6
Gender								
Male	166	100	16.6	45.9	37.6	83.4	74.4	68.3
Female	170	100	13.1	62.5	24.4	86.9	75.2	68.9
Racial/Ethnic Group								
White	237	100	12.3	55.3	32.5	87.7	83	80.7
African American	49	100	23.8	52.4	23.8	76.2	53.8	51.4
Asian/Pacific Islander	17	100	N/AV	N/AV	N/AV	100	85	85.3
Hispanic	28	100	30.8	50	19.2	69.2	66.2	61.6
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	78	70.8
Disability Status								
Disabled	42	100	48.8	41.5	9.8	51.2	41.7	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
English Proficiency								
Limited English Proficient	22	100	20	52	28	80	65.2	60.7
Socio-Economic Status								
Subsidized meals	190	100	20.6	58.9	20.6	79.4	66.8	57.3
Social Studies								
All Students	335	100	11.6	35.1	53.3	88.4	77.8	72.5
Gender								
Male	180	100	12.7	27.7	59.5	87.3	77.5	72
Female	155	100	10.3	43.8	45.9	89.7	78.1	73.1
Racial/Ethnic Group								
White	248	100	8.7	35.7	55.6	91.3	83.7	81
African American	42	100	18.9	32.4	48.6	81.1	61.1	60
Asian/Pacific Islander	13	100	N/AV	N/AV	N/AV	100	88.6	89
Hispanic	29	100	33.3	40.7	25.9	66.7	75.4	69.6
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	77.6	73.5
Disability Status								
Disabled	45	100	44.2	39.5	16.3	55.8	46	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
English Proficiency								
Limited English Proficient	19	100	20	40	40	80	75.3	69.7
Socio-Economic Status								
Subsidized meals	185	100	17.8	43.1	39.1	82.2	71	62.9

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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	162	98.8	5.9	41.8	52.3	94.1	76.6	73.2	95.2	95.8
Gender										
Male	80	97.5	11.8	47.4	40.8	88.2	71.3	67.2	95.4	95.8
Female	82	100	N/AV	N/AV	N/AV	100	82.2	79.4	95	95.8
Racial/Ethnic Group										
White	115	98.3	4.6	41.3	54.1	95.4	82.2	81.5	95	95.5
African American	26	100	8.3	37.5	54.2	91.7	61	61.3	96	96.4
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	88	87	97	96.7
Hispanic	17	100	12.5	62.5	25	87.5	71.7	66.7	95.9	96.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	81	72.2	91.4	94.4
Disability Status										
Disabled	20	95	42.1	52.6	5.3	57.9	32.7	26	94.5	95.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	97.8
English Proficiency										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	69.4	65.7	96.4	96.6
Socio-Economic Status										
Subsidized meals	93	98.9	9.3	43	47.7	90.7	69.2	63.2	94.9	95.5

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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							
2010	3	163	99.4	12	15.3	72.7	88
	4	157	98.7	9	39.3	51.7	91
	5	153	99.4	12	33.1	54.9	88
	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
2011	3	155	100	6.8	19.2	74	93.2
	4	177	100	13.1	41.1	45.8	86.9
	5	162	100	8.4	40.3	51.3	91.6
	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							
2010	3	163	100	20	31.3	48.7	80
	4	157	98.7	8.3	26.9	64.8	91.7
	5	153	99.4	10.6	28.9	60.6	89.4
	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
2011	3	155	100	13	26	61	87
	4	177	100	11.3	38.1	50.6	88.7
	5	162	100	8.4	32.5	59.1	91.6
	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							
2010	3	83	100	24	37.3	38.7	76
	4	156	100	9	70.3	20.7	91
	5	78	100	15.1	52.1	32.9	84.9
	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
2011	3	78	100	15.1	34.2	50.7	84.9
	4	177	100	17.9	63.1	19	82.1
	5	81	100	7.9	53.9	38.2	92.1
	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
Social Studies							
2010	3	80	100	13.3	24	62.7	86.7
	4	156	100	8.3	44.1	47.6	91.7
	5	74	100	8.7	46.4	44.9	91.3
	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
2011	3	77	100	5.5	27.4	67.1	94.5
	4	177	100	14.9	39.3	45.8	85.1
	5	81	100	10.3	33.3	56.4	89.7
	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
Writing							
2010	3	159	100	19	24.8	56.2	81
	4	156	98.7	12.4	37.9	49.7	87.6
	5	153	98.7	11.8	32.6	55.6	88.2
	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
2011	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	162	98.8	5.9	41.8	52.3	94.1
	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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