



CARLISLE-FOSTER'S GROVE ELEMENTARY

625 Foster's Grove Road
Chesnee, SC 29323

Grades	PK-4 Elementary School	
Enrollment	525 Students	
Principal	Nicha Jordan	864-578-2215
Superintendent	Dr. Scott J. Mercer	(864-578-0128)
Board Chair	Connie Smith	(864-574-4275)

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Good	Average
2010	Good	Average
2009	Good	Average
2008	Good	Average
2007	Good	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

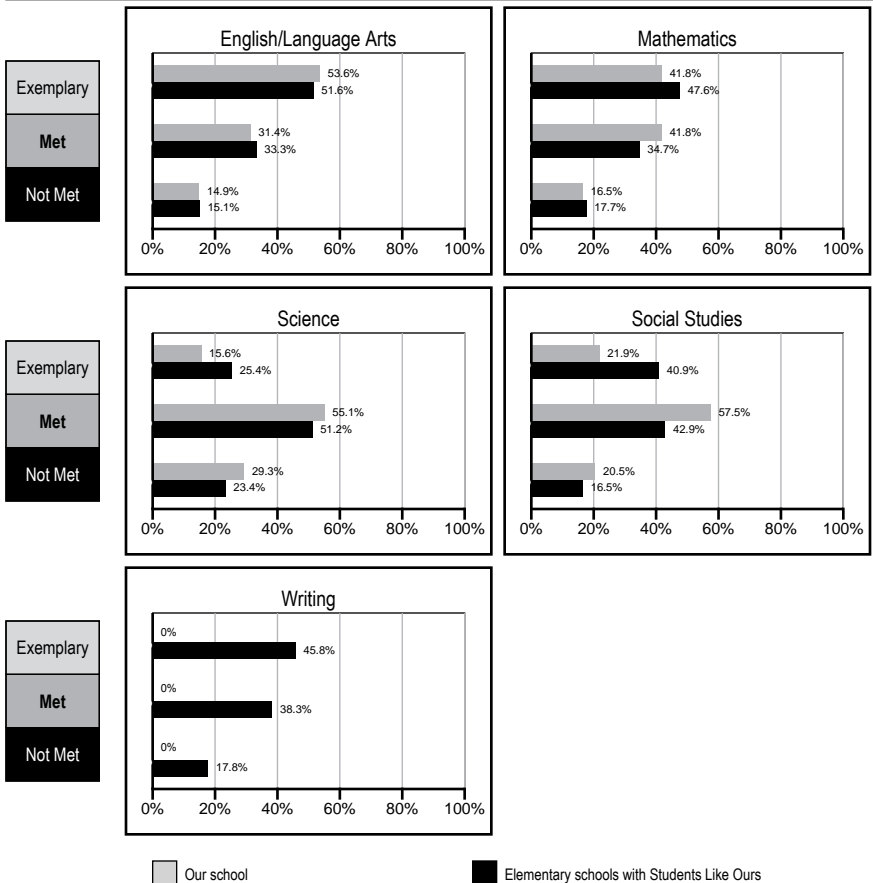
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
33	20	3	2	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=525)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.8%	Up from 0.4%	0.8%	1.1%
Attendance rate	96.0%	Down from 96.1%	96.5%	96.2%
Served by gifted and talented program	22.0%	Up from 17.9%	21.2%	13.4%
With disabilities other than speech	2.7%	Down from 6.6%	3.9%	4.1%
Older than usual for grade	0.4%	Up from 0.0%	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=33)				
Teachers with advanced degrees	72.7%	Up from 69.7%	64.8%	62.5%
Continuing contract teachers	90.9%	No Change	89.5%	88.2%
Teachers returning from previous year	91.9%	Up from 89.2%	88.5%	87.8%
Teacher attendance rate	96.0%	Up from 88.8%	95.3%	95.2%
Average teacher salary*	\$50,457	Down 2.5%	\$48,426	\$46,773
Professional development days/teacher	11.6 days	Up from 10.4 days	9.6 days	10.5 days
School				
Principal's years at school	16.0	Up from 15.0	4.0	4.0
Student-teacher ratio in core subjects	18.5 to 1	Down from 18.6 to 1	20.6 to 1	19.9 to 1
Prime instructional time	90.3%	Up from 82.9%	91.2%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.5%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,482	Up 8.6%	\$6,923	\$7,447
Percent of expenditures for instruction**	62.0%	Down from 68.1%	70.3%	68.4%
Percent of expenditures for teacher salaries**	59.3%	Down from 62.1%	68.9%	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

The mission of Carlisle-Foster's Grove Elementary, in partnership with the community, is to develop 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 2010 – 2011 school year. During the year, we achieved Adequate Yearly Progress in all 13 of our 13 descriptors. Our students, faculty, staff, parents, and community were recognized as a 2011 Carolina First Palmetto's Finest Award finalist by the South Carolina Association of School Administrators.

Technology is an important aspect of the elementary curriculum at Carlisle-Foster's Grove where students continue to be actively engaged in their learning. Students used computers in the classroom, as well as 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 and iPADS were utilized as an instructional tool.

We honored our students' success through Awards Day, 100 Book Challenge, MAP, Odyssey, and Fast Facts, Cubs for Character, and Cub Patrol recognitions and celebrations. We implemented Club Day throughout the year based on individual student interests and academic needs. 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. Teachers conferred with students daily to assess each student's reading ability. Students participated in hands-on learning in science through Watershed, High Touch & High Tech, and science kits. Teachers integrated social studies and science content through the use of 100 Book Challenge theme baskets, Social Studies Weekly periodicals, National Geographic Explorers, and historical fiction literature.

Carlisle-Foster Grove 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, 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.

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. By incorporating brain based research strategies in the classroom, students are active participants in their learning. Teachers use brain research and learning style theory to deliver memorable classroom instruction and help students understand and retain vast amounts of content.

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, and using technology to enhance instruction.

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	36	101	97
Percent satisfied with learning environment	100.0%	91.0%	96.8%
Percent satisfied with social and physical environment	100.0%	94.1%	96.9%
Percent satisfied with school-home relations	100.0%	95.0%	89.2%

* 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	1.9%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.0%	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	201	100	14.9	31.4	53.6	90.7	86.4	82.4	Yes	Yes
Gender										
Male	101	100	19	33	48	89	84.3	78.7	N/A	N/A
Female	100	100	10.6	29.8	59.6	92.6	88.7	86.2	N/A	N/A
Racial/Ethnic Group										
White	169	100	13.5	28.8	57.7	92.6	88.2	88.9	Yes	Yes
African American	18	100	41.2	29.4	29.4	64.7	80.7	72.9	I/S	I/S
Asian/Pacific Islander	12	100	N/AV	N/AV	N/AV	100	87.8	93	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	76	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	83	I/S	I/S
Disability Status										
Disabled	25	100	47.6	33.3	19	57.1	48.6	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	56.5	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	25	100	12	48	40	92	78.8	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	88	100	20.5	39.8	39.8	85.5	80.8	75.4	Yes	Yes

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

All Students	201	100	16.5	41.8	41.8	92.3	88.2	81.9	Yes	Yes
Gender										
Male	101	100	17	43	40	93	86.7	79.9	N/A	N/A
Female	100	100	16	40.4	43.6	91.5	90	84.1	N/A	N/A
Racial/Ethnic Group										
White	169	100	13.5	41.1	45.4	93.9	89.7	88.9	Yes	Yes
African American	18	100	41.2	41.2	17.6	76.5	80.9	71.4	I/S	I/S
Asian/Pacific Islander	12	100	25	50	25	91.7	91.3	94.6	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	82.6	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.4	I/S	I/S
Disability Status										
Disabled	25	100	N/AV	N/AV	N/AV	71.4	56	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	65.2	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	25	100	20	48	32	96	85.3	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	88	100	27.7	43.4	28.9	89.2	83	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	152	100	29.3	55.1	15.6	70.7	76	68.6
Gender								
Male	79	100	34.6	48.7	16.7	65.4	77.1	68.3
Female	73	100	23.2	62.3	14.5	76.8	74.8	68.9
Racial/Ethnic Group								
White	128	100	25.8	58.1	16.1	74.2	79.5	80.7
African American	16	100	40	46.7	13.3	60	62.8	51.4
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	78.4	85.3
Hispanic	N/A	N/AV	I/S	I/S	I/S	I/S	57.9	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	70.8
Disability Status								
Disabled	23	100	55	40	5	45	35.1	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	37.5	42.9
English Proficiency								
Limited English Proficient	17	100	47.1	29.4	23.5	52.9	65.2	60.7
Socio-Economic Status								
Subsidized meals	65	100	45.9	39.3	14.8	54.1	66.8	57.3
Social Studies								
All Students	151	100	20.5	57.5	21.9	79.5	78.5	72.5
Gender								
Male	74	100	16.4	58.9	24.7	83.6	79	72
Female	77	100	24.7	56.2	19.2	75.3	77.9	73.1
Racial/Ethnic Group								
White	126	100	19.8	56.2	24	80.2	80.2	81
African American	13	100	30.8	61.5	7.7	69.2	72.7	60
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	83.1	89
Hispanic	2	I/S	I/S	I/S	I/S	I/S	68.2	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.5
Disability Status								
Disabled	20	100	47.1	41.2	11.8	52.9	43.5	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	46.7	53.8
English Proficiency								
Limited English Proficient	20	100	10	70	20	90	73.3	69.7
Socio-Economic Status								
Subsidized meals	62	100	33.9	49.2	16.9	66.1	70.3	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
Writing										
All Students	N/A	N/AV	N/A	N/A	N/A	N/A	82	73.2	96	96.3
Gender										
Male	N/A	N/AV	N/A	N/A	N/A	N/A	77.9	67.2	95.8	96.3
Female	N/A	N/AV	N/A	N/A	N/A	N/A	86.7	79.4	96.2	96.4
Racial/Ethnic Group										
White	N/A	N/AV	N/A	N/A	N/A	N/A	85	81.5	95.9	96.1
African American	N/A	N/AV	N/A	N/A	N/A	N/A	73.2	61.3	96.7	97.1
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	89.4	87	96.4	97.5
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	59.1	66.7	97.8	97.3
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	I/S	72.2	N/A	95.6
Disability Status										
Disabled	N/A	N/AV	N/A	N/A	N/A	N/A	32.4	26	95	95.3
Migrant Status										
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	I/S	40.5	N/A	97.7
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	69.1	65.7	97.3	97.2
Socio-Economic Status										
Subsidized meals	N/A	N/AV	N/A	N/A	N/A	N/A	73.8	63.2	95.4	95.8

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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	103	100	15.7	21.6	62.7	84.3
	4	87	100	16.3	36	47.7	83.7
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
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
8	N/A	N/AV	N/A	N/A	N/A	N/A	
Mathematics							
2010	3	103	100	19.6	28.4	52	80.4
	4	87	100	10.5	43	46.5	89.5
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
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
8	N/A	N/AV	N/A	N/A	N/A	N/A	
Science							
2010	3	51	100	48	30	22	52
	4	87	100	24.4	64	11.6	75.6
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
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
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	52	100	13.5	73.1	13.5	86.5
	4	87	100	19.8	53.5	26.7	80.2
	5	0	N/A	N/A	N/A	N/A	N/A
	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	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
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2010	3	103	100	21.6	29.4	49	78.4
	4	87	100	16.1	50.6	33.3	83.9
	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
	8	N/A	N/AV	N/A	N/A	N/A	N/A
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
	8	N/A	N/A	N/A	N/A	N/A	N/A

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