



SC Annual School Report Card Summary

CARLISLE-FOSTER'S GROVE ELEMENTARY
Spartanburg 2
Grades: PK-4 Enrollment: 525
Principal: Nicha Jordan
Superintendent: Dr. Scott J. Mercer
Board Chair: Connie Smith

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		AYP STATUS	NCLB IMPROVEMENT STATUS
			General Performance	Closing the Gap		
2011	Good	Average	TBD	TBD	Met	N/A
2010	Good	Average	N/A	N/A	Met	N/A
2009	Good	Average	Silver	Gold	Met	N/A

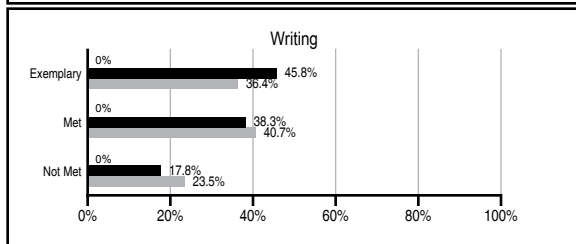
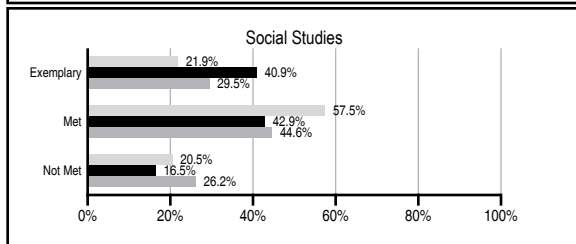
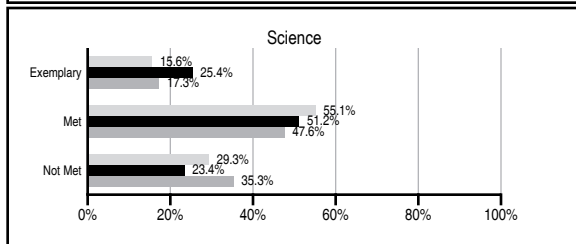
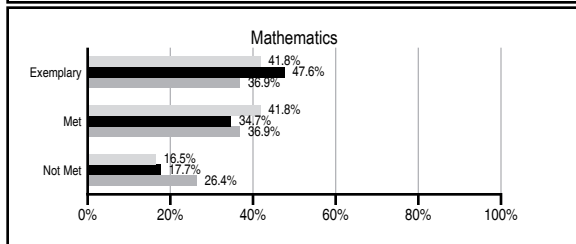
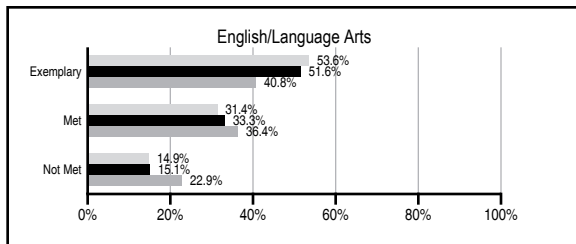
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
33	20	3	2	0

* Ratings are calculated with data available by 11/09/2011. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.

PASS PERFORMANCE

Our School
 Elementary Schools with Students Like Ours
 Elementary schools statewide



NAEP PERFORMANCE*

* Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.



SC 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.

Abbreviations Key

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined

NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improvement Status

CARLISLE-FOSTER'S GROVE ELEMENTARY

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=525)				
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
Classes not taught by highly qualified teachers	0.0%	No Change	0.0%	0.0%
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%
% of AYP objectives met	100.0%	No Change	95.2%	90.5%

* Length of contract = 185+ days.

** Prior year audited financial data available.

EVALUATION RESULTS

	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 at this school and their parents were included.

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.

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