



Carolina Forest Elementary

285 Carolina Forest Blvd.

Myrtle Beach, SC 29579

Grades	PK-5 Elementary School	
Enrollment	947 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 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Excellent	Good
2008	Good	Below Average
2007	Good	Below Average
2006	Good	At-Risk
2005	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 GOAL

By 2010, SC'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.

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.

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

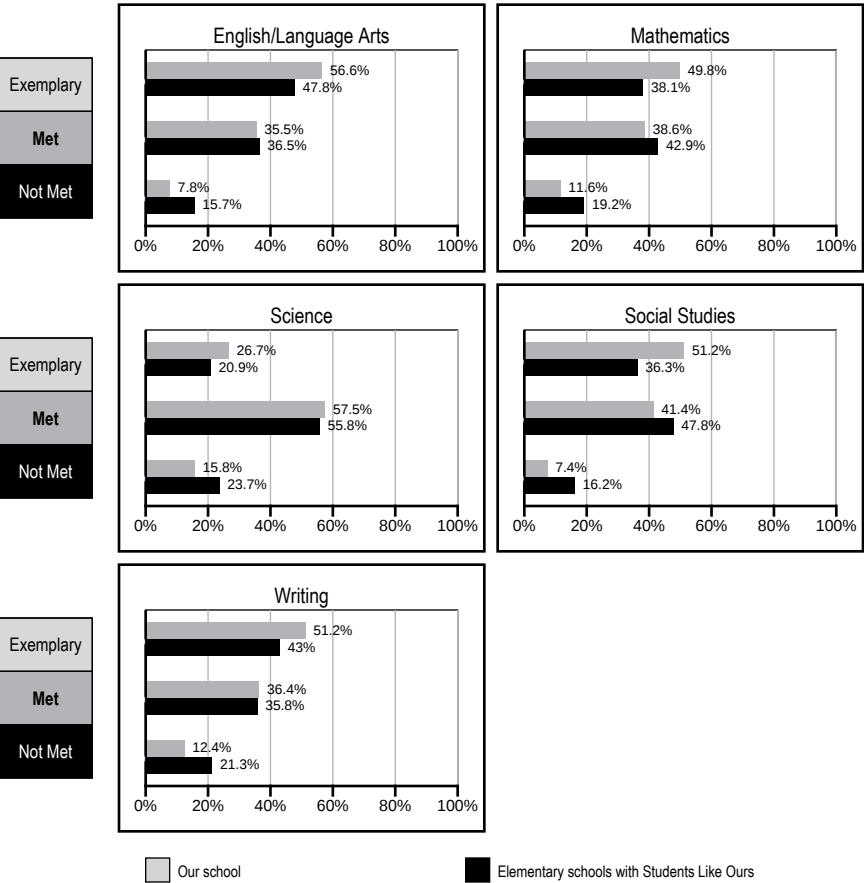
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 95%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
21	30	17	0	0

* Ratings are calculated with data available by 06/01/2010.

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=947)				
First graders who attended full-day kindergarten	100.0%	Up from 99.4%	100.0%	100.0%
Retention rate	1.4%	Down from 1.7%	1.4%	1.9%
Attendance rate	96.1%	Down from 96.3%	96.6%	96.3%
Eligible for gifted and talented	23.6%	Down from 24.4%	16.9%	10.0%
With disabilities other than speech	5.2%	Down from 6.0%	6.7%	7.7%
Older than usual for grade	0.3%	Down from 0.5%	0.3%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.2%	Up from 0.1%	0.0%	0.0%
Teachers (n=61)				
Teachers with advanced degrees	60.7%	Up from 53.3%	61.1%	59.4%
Continuing contract teachers	72.1%	Up from 63.3%	83.8%	80.0%
Teachers with emergency or provisional certificates	0.0%	Down from 2.2%	0.0%	0.0%
Teachers returning from previous year	79.7%	Up from 77.9%	86.0%	85.9%
Teacher attendance rate	95.1%	Down from 96.0%	95.1%	95.1%
Average teacher salary*	\$49,571	Up 5.0%	\$48,430	\$47,149
Professional development days/teacher	19.9 days	Down from 21.0 days	10.9 days	11.1 days
School				
Principal's years at school	5.0	Up from 4.0	4.0	4.0
Student-teacher ratio in core subjects	19.7 to 1	Down from 20.1 to 1	19.6 to 1	18.8 to 1
Prime instructional time	89.1%	Down from 90.9%	90.6%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.6%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,744	Up 11.7%	\$6,668	\$7,458
Percent of expenditures for instruction**	67.6%	Up from 66.1%	70.3%	68.8%
Percent of expenditures for teacher salaries**	47.9%	Down from 61.2%	63.6%	63.2%

* 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 2008-2009 school year was another successful year at Carolina Forest Elementary School. Our school was awarded a Silver award from the South Carolina Department of Education for closing the achievement gaps for our 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 again 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. April Zeltwanger 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 SMART Boards for classroom instruction, technology resources, and literacy materials. A record number of volunteers worked to support our instructional programs. During the 2009-2010 school year, we 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; Terri Custer, School Improvement Council

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	53	117	110
Percent satisfied with learning environment	94.3%	90.6%	91.8%
Percent satisfied with social and physical environment	98.1%	79.5%	84.3%
Percent satisfied with school-home relations	96.2%	89.7%	87.0%

* 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
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This school met 19 out of 19 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	
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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	2.4%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	3.3%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.1%	94.0%*	Yes

* Or greater than last year

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 = 58.8% (Met or Exemplary)

All Students	447	100	7.8	35.5	56.6	95.5	86.5	82.8	Yes	Yes
Gender										
Male	217	100	8.3	41	50.7	95.1	83.4	79.3	N/A	N/A
Female	230	100	7.4	30.4	62.2	95.9	89.7	86.5	N/A	N/A
Racial/Ethnic Group										
White	339	100	4	34.4	61.7	98.8	91	89.5	Yes	Yes
African American	41	100	12.1	48.5	39.4	90.9	74.8	73.7	I/S	Yes
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	87	92.3	I/S	I/S
Hispanic	41	100	35.1	40.5	24.3	73	78.4	76.5	I/S	Yes
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	87.5	82.5	I/S	I/S
Disability Status										
Disabled	43	100	23.7	42.1	34.2	78.9	63.1	52	I/S	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	31	100	31	31	37.9	79.3	74.2	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	191	100	13.5	40.4	46.1	91	81.6	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	447	100	11.6	38.6	49.8	92.7	83.7	78.9	Yes	Yes
Gender										
Male	217	100	13.2	38	48.8	91.7	81.9	77	N/A	N/A
Female	230	100	10.1	39.2	50.7	93.5	85.5	80.9	N/A	N/A
Racial/Ethnic Group										
White	339	100	8	37.1	54.9	96	89.2	87.2	Yes	Yes
African American	41	100	21.2	39.4	39.4	81.8	68	66.7	I/S	Yes
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	89.7	93	I/S	I/S
Hispanic	41	100	32.4	45.9	21.6	78.4	78.1	76	I/S	Yes
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	81.9	79.5	I/S	I/S
Disability Status										
Disabled	43	100	39.5	42.1	18.4	65.8	53.2	45.5	I/S	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	31	100	31	48.3	20.7	79.3	76	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	191	100	17.4	46.1	36.5	87.1	77.3	70.2	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

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	300	100	15.8	57.5	26.7	84.2	73.1	67.5
Gender								
Male	144	100	14	57.4	28.7	86	72.2	67
Female	156	100	17.4	57.7	24.8	82.6	73.9	68
Racial/Ethnic Group								
White	223	100	10.1	60.8	29	89.9	80.8	79.5
African American	30	100	25	58.3	16.7	75	51.8	50.3
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	81.1	84.3
Hispanic	30	100	51.9	40.7	7.4	48.1	60.9	60.7
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	72.9	71.2
Disability Status								
Disabled	24	100	43.5	52.2	4.3	56.5	40.3	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	20	100	36.8	52.6	10.5	63.2	57.3	59.6
Socio-Economic Status								
Subsided meals	129	100	20	60.8	19.2	80	64.3	55.1

Social Studies

All Students	304	100	7.4	41.4	51.2	92.6	76.4	72.3
Gender								
Male	148	100	7.9	32.4	59.7	92.1	75.6	71.5
Female	156	100	6.8	50	43.2	93.2	77.3	73.2
Racial/Ethnic Group								
White	242	100	4.8	42.2	53	95.2	82.4	80.7
African American	24	100	10.5	36.8	52.6	89.5	59.2	60
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	85.7	88.5
Hispanic	22	100	35	40	25	65	71.4	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	77.5	72.2
Disability Status								
Disabled	34	100	20.7	41.4	37.9	79.3	47.9	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	17	100	26.7	46.7	26.7	73.3	68.3	67.9
Socio-Economic Status								
Subsided meals	128	100	11.8	46.2	42	88.2	68.7	62.1

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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	448	99.1	11.8	36.7	51.5	88.2	76.3	70.2	96.1	96
Gender										
Male	218	98.2	16.3	39.4	44.3	83.7	69.4	63.2	96.3	96
Female	230	100	7.7	34.2	58.1	92.3	83.3	77.5	96	96.1
Racial/Ethnic Group										
White	338	98.8	7.4	36.5	56.1	92.6	82.4	79.1	96	95.7
African American	43	100	25.7	28.6	45.7	74.3	59.4	57.6	96	96.4
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	83.1	86.2	97.6	97.2
Hispanic	41	100	36.8	47.4	15.8	63.2	67.7	62.6	96.8	96.8
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	77.3	68.7	93.1	95.4
Disability Status										
Disabled	44	95.5	42.1	39.5	18.4	57.9	34.2	26.1	95.9	95.4
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	96.6
English Proficiency										
Limited English Proficient	32	100	33.3	53.3	13.3	66.7	64.6	61.2	97.1	97.1
Socio-Economic Status										
Subsidized meals	191	100	16.2	43.6	40.2	83.8	68.2	58.9	95.8	95.7

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
English/Language Arts							
2009	3	150	100	7.7	23.1	69.2	92.3
	4	157	100	10.1	37.2	52.7	89.9
	5	140	100	5.3	47.3	47.3	94.7
	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
Mathematics							
2009	3	150	100	13.3	43.4	43.4	86.7
	4	157	100	11.5	33.8	54.7	88.5
	5	140	100	9.9	38.9	51.1	90.1
	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
Science							
2009	3	75	100	15.3	51.4	33.3	84.7
	4	157	100	15.5	56.8	27.7	84.5
	5	68	100	16.9	66.2	16.9	83.1
	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
Social Studies							
2009	3	75	100	9.9	28.2	62	90.1
	4	157	100	6.8	46.6	46.6	93.2
	5	72	100	6.1	43.9	50	93.9
	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							
2009	3	151	99.3	16	29.9	54.2	84
	4	155	98.7	8.8	42.9	48.3	91.2
	5	142	99.3	10.4	37.3	52.2	89.6
	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

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I/S–Insufficient Sample