



FORESTBROOK ELEMENTARY

4000 Panther Parkway
Myrtle Beach, S.C. 29588

Grades	PK-5 Elementary School	
Enrollment	827 Students	
Principal	Johnny Calder	843-236-8100
Superintendent	Dr. Cynthia Elsberry	843-488-6700
Board Chair	Will Garland	843-358-8002

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Excellent	Excellent
2009	Excellent	Excellent
2008	Excellent	Good
2007	Excellent	Good
2006	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 2009-10 whose 2008-09 test scores were located

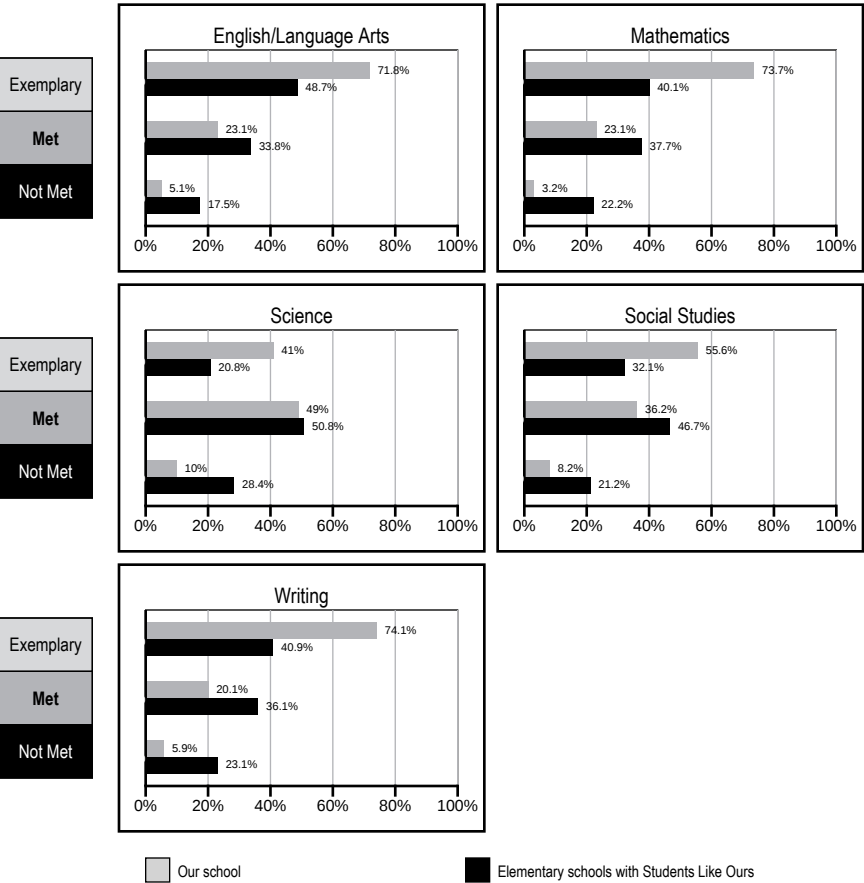
95.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
27	38	31	0	0

* Ratings are calculated with data available by 03/09/2011.

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=827)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.9%	Up from 1.2%	1.2%	1.2%
Attendance rate	96.6%	Down from 96.7%	96.3%	96.1%
Eligible for gifted and talented	28.0%	Up from 22.2%	17.0%	11.7%
With disabilities other than speech	9.8%	Down from 10.2%	7.2%	8.0%
Older than usual for grade	0.3%	Up from 0.0%	0.3%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=51)				
Teachers with advanced degrees	66.7%	Up from 64.2%	62.4%	60.5%
Continuing contract teachers	96.1%	Up from 92.5%	86.8%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	93.9%	Up from 91.5%	90.4%	87.0%
Teacher attendance rate	92.8%	Down from 95.9%	95.6%	95.4%
Average teacher salary*	\$54,807	Up 1.9%	\$48,152	\$47,288
Professional development days/teacher	15.4 days	Up from 12.5 days	11.1 days	10.5 days
School				
Principal's years at school	17.0	Up from 16.0	5.0	4.0
Student-teacher ratio in core subjects	21.5 to 1	Up from 16.7 to 1	20.1 to 1	19.2 to 1
Prime instructional time	89.1%	Down from 92.2%	91.5%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.9%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,848	Up 4.1%	\$7,019	\$7,548
Percent of expenditures for instruction**	69.1%	Down from 70.5%	69.1%	68.7%
Percent of expenditures for teacher salaries**	65.3%	Up from 51.4%	66.0%	65.1%

* 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 2009-2010 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. Jenny Edwards, a second-grade teacher was named a 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 had fallen on hard times and we participated in the March of Dimes Walk, where we raised almost \$25,000. This accomplishment made us one of the top fundraising schools in the state and one of the top elementary schools in the nation for the second 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 in grades kindergarten through fifth 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	52	116	74
Percent satisfied with learning environment	100.0%	99.1%	98.6%
Percent satisfied with social and physical environment	98.1%	99.1%	98.6%
Percent satisfied with school-home relations	98.0%	99.1%	100.0%

* 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 17 out of 17 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	2.0%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	2.0%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.6%	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	396	100	5.1	23.1	71.8	98.7	85.4	83.5	Yes	Yes
Gender										
Male	194	100	7.9	25.3	66.9	97.8	82	80.1	N/A	N/A
Female	202	100	2.6	21	76.4	99.5	88.8	87	N/A	N/A
Racial/Ethnic Group										
White	322	100	4.6	21.9	73.5	98.7	89.5	89.6	Yes	Yes
African American	35	100	6.7	30	63.3	100	73.7	74.6	I/S	I/S
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	90.7	92.7	I/S	I/S
Hispanic	25	100	8	28	64	96	82.1	79.6	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	81.5	85.1	I/S	I/S
Disability Status										
Disabled	57	100	32.1	37.7	30.2	90.6	58.2	51.7	Yes	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	20	100	9.5	28.6	61.9	95.2	80.6	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	182	100	7.8	27.7	64.5	97.6	80.5	76.9	Yes	Yes

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

All Students	396	100	3.2	23.1	73.7	98.7	84.2	80.4	Yes	Yes
Gender										
Male	194	100	2.8	23.6	73.6	99.4	82.2	78.4	N/A	N/A
Female	202	100	3.6	22.6	73.8	97.9	86.3	82.5	N/A	N/A
Racial/Ethnic Group										
White	322	100	2.6	21.6	75.8	99.3	89.5	87.8	Yes	Yes
African American	35	100	6.7	33.3	60	96.7	69.8	69.3	I/S	I/S
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	94.1	93.5	I/S	I/S
Hispanic	25	100	8	32	60	92	78.3	78.3	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	82.7	83.2	I/S	I/S
Disability Status										
Disabled	57	100	17	43.4	39.6	90.6	53.9	46.1	Yes	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	20	100	9.5	23.8	66.7	90.5	78.7	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	182	100	3.6	30.7	65.7	97.6	78.5	72.8	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
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Science

All Students	263	100	10	48.8	41.2	90	71.8	67.3
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Gender

Male	134	100	7.1	45.7	47.2	92.9	71.7	66.9
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Female	129	100	13	52	35	87	71.9	67.7
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Racial/Ethnic Group

White	216	100	8.2	48.1	43.8	91.8	80.4	79.6
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African American	23	100	21.1	52.6	26.3	78.9	48.8	49.7
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Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	81.9	84.4
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Hispanic	14	100	21.4	64.3	14.3	78.6	61.9	59.4
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American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	80	69.5
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Disability Status

Disabled	43	100	36.6	46.3	17.1	63.4	37.2	33.8
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Migrant Status

Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
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English Proficiency

Limited English Proficient	12	100	25	66.7	8.3	75	59.1	58.6
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Socio-Economic Status

Subsidized meals	125	100	12.9	55.2	31.9	87.1	63	55.4
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Social Studies

All Students	257	100	8.2	36.5	55.3	91.8	75.3	70.9
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Gender

Male	126	100	7.8	35.7	56.5	92.2	74.2	70.1
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Female	131	100	8.5	37.2	54.3	91.5	76.5	71.7
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Racial/Ethnic Group

White	202	100	8.3	36.5	55.2	91.7	80.5	79.2
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African American	24	100	4.3	56.5	39.1	95.7	59.7	58.4
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Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	89.9	86.8
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Hispanic	20	100	15	25	60	85	74	68
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American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	66	71.2
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Disability Status

Disabled	39	100	27	37.8	35.1	73	43.7	39.3
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Migrant Status

Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
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English Proficiency

Limited English Proficient	14	100	21.4	28.6	50	78.6	72.8	68
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Socio-Economic Status

Subsidized meals	116	100	13	39.8	47.2	87	68	60.8
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Abbreviations for Missing Data

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N/AV–Not Available

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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	School Attendance Rate	District Attendance Rate
Writing										
All Students	395	99.8	5.9	20.1	74.1	94.1	76.8	72.1	96.6	95.8
Gender										
Male	194	99.5	9.5	26.8	63.7	90.5	69.9	65.2	96.7	95.7
Female	201	100	2.6	13.8	83.6	97.4	83.9	79.2	96.4	95.8
Racial/Ethnic Group										
White	322	99.7	5.2	20.8	73.9	94.8	83.2	80.8	96.5	95.5
African American	34	100	6.7	13.3	80	93.3	59.2	59.7	96.8	96.2
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	85.2	87	96.7	96.9
Hispanic	25	100	12	20	68	88	69.7	64.6	96.9	96.4
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	70.6	73.4	94.3	94.1
Disability Status										
Disabled	56	98.2	34.6	30.8	34.6	65.4	34.3	27.7	96.6	95.3
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	20	100	14.3	28.6	57.1	85.7	67.2	63.7	97.2	96.7
Socio-Economic Status										
Subsidized meals	182	100	9	24	67.1	91	68.9	61.9	96.3	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
English/Language Arts							
2009	3	122	100	2.5	18.6	78.8	97.5
	4	134	100	4.7	34.6	60.6	95.3
	5	113	100	6.3	36.9	56.8	93.7
	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
2010	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
Mathematics							
2009	3	122	100	4.2	19.5	76.3	95.8
	4	134	100	7.9	22	70.1	92.1
	5	113	100	6.3	27	66.7	93.7
	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
2010	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
Science							
2009	3	60	100	12.1	31	56.9	87.9
	4	134	100	10.2	52	37.8	89.8
	5	53	100	11.5	57.7	30.8	88.5
	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
2010	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

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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							
2009	3	62	100	3.3	30	66.7	96.7
	4	134	100	4.7	40.9	54.3	95.3
	5	60	100	11.9	40.7	47.5	88.1
	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
2010	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
Writing							
2009	3	123	100	4.1	10.7	85.2	95.9
	4	135	100	9.2	32.8	58	90.8
	5	117	99.2	12.3	35.1	52.6	87.7
	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
2010	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

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