



CARLISLE-FOSTER'S GROVE ELEMENTARY

625 Foster's Grove Road
Chesnee, SC 29323

Grades	PK-4 Elementary School	
Enrollment	534 Students	
Principal	Nicha Jordan	864-578-2215
Superintendent	Dr. Scott J. Mercer	864-578-0128
Board Chair	Mrs. Connie Smith	864-578-0128

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Good	Average
2009	Good	Average
2008	Good	Average
2007	Good	Good
2006	Good	At-Risk

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

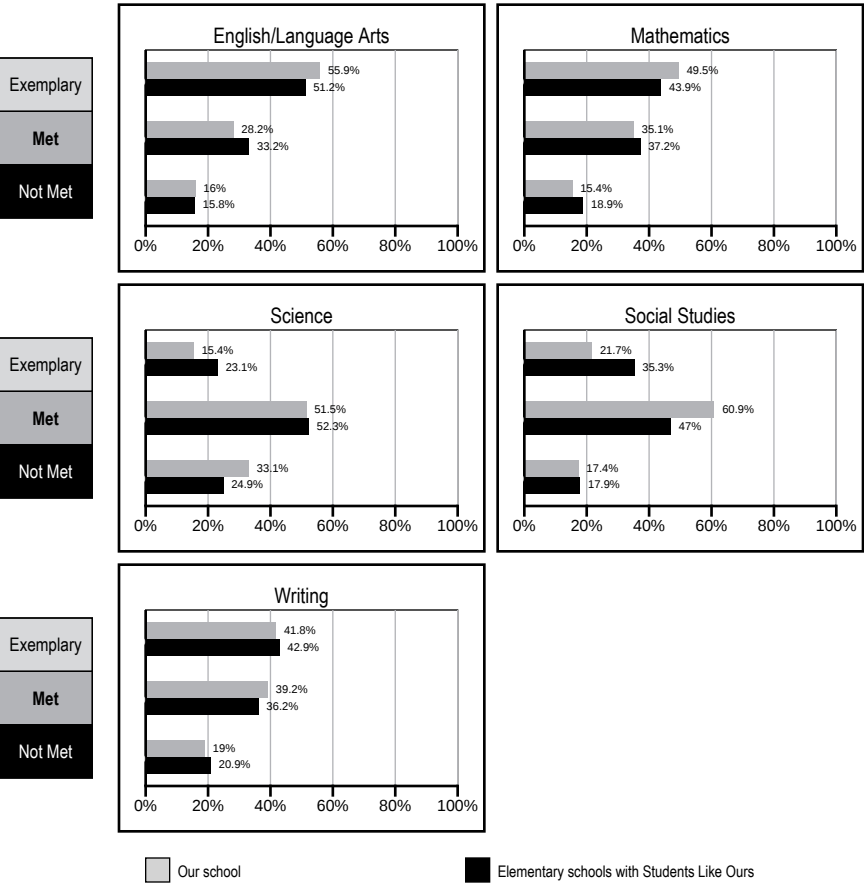
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 98.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
26	28	10	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=534)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.4%	No Change	0.8%	1.2%
Attendance rate	96.1%	Down from 96.4%	96.5%	96.1%
Eligible for gifted and talented	17.9%	Up from 14.8%	18.7%	11.7%
With disabilities other than speech	6.6%	Down from 7.2%	6.9%	8.0%
Older than usual for grade	0.0%	No Change	0.2%	0.4%
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	69.7%	Down from 71.9%	63.6%	60.5%
Continuing contract teachers	90.9%	Up from 87.5%	86.1%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	89.2%	Up from 83.4%	89.3%	87.0%
Teacher attendance rate	88.8%	Down from 94.8%	96.0%	95.4%
Average teacher salary*	\$51,774	Up 5.1%	\$48,929	\$47,288
Professional development days/teacher	10.4 days	No Change	10.6 days	10.5 days
School				
Principal's years at school	15.0	Up from 14.0	3.8	4.0
Student-teacher ratio in core subjects	18.6 to 1	No Change	20.1 to 1	19.2 to 1
Prime instructional time	82.9%	Down from 89.8%	92.1%	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 97.8%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,887	Up 1.1%	\$7,037	\$7,548
Percent of expenditures for instruction**	68.1%	Up from 64.2%	70.6%	68.7%
Percent of expenditures for teacher salaries**	62.1%	Up from 59.5%	68.2%	65.1%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

Carlisle-Foster's Grove Elementary is extremely proud of the many accomplishments made during the 2009-2010 school year. During the year, we achieved Adequate Yearly Progress in all 13 of our 13 descriptors. For three consecutive years, we earned the Palmetto Silver recognition, which is one of the highest academic honors awarded by the South Carolina Department of Education. For the fourth year, CFG received the Closing the Achievement Gap award from the S.C. Education Oversight Committee. Furthermore, this year, CFG was the only elementary school in Spartanburg, Cherokee, and Union counties to achieve the Closing the Achievement Gap - Gold award. In addition, our students, faculty, staff, and parents were awarded the highly coveted Exemplary Reading Award by the International Reading Association and the South Carolina International Reading Association.

Through the use of state-of-the-art technology, students were 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 were utilized as an instructional tool.

We honored our students' growth through Awards Day recognitions and celebrations. We continued our five afterschool clubs which include Gifted Art, Fitness Club, Publishing Platoon, Cub Singers, and Ecology Club. We added three new clubs which occur during the day: Glam Girls reading club, Dynamic Dudes reading club, and Cub Cadets. Math Out of the Box was implemented this year to enhance mathematical understanding and real life problem solving. The 100 Book Challenge program continued to encourage extensive reading at school and home. This year, our 534 students read 349,365 steps, which equaled to 87,341 hours or over 5 million minutes!

CFG recognizes the importance of innovative teaching practices. This stems from extensive staff development. Over the span of a three year period, many of our teachers participate in the District Literacy Cohort which emphasizes best practices in literacy instruction. Seventy percent of our faculty has completed or is currently participating in the District Literacy Cohort. 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.

Ms. Nicha Jordan, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	18	80	73
Percent satisfied with learning environment	100.0%	83.8%	87.3%
Percent satisfied with social and physical environment	100.0%	83.5%	93.2%
Percent satisfied with school-home relations	94.4%	85.0%	89.0%

* Only students at the highest elementary school grade level and their parents were included.

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N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

No Child Left Behind

School Adequate Yearly Progress	YES
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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	
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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	2.7%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.1%	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	190	100	16	28.2	55.9	88.8	87.5	83.5	Yes	Yes
Gender										
Male	98	100	15.5	35.1	49.5	90.7	85.1	80.1	N/A	N/A
Female	92	100	16.5	20.9	62.6	86.8	90.2	87	N/A	N/A
Racial/Ethnic Group										
White	160	100	15.8	27.2	57	88	89.1	89.6	Yes	Yes
African American	14	100	21.4	21.4	57.1	92.9	83	74.6	I/S	I/S
Asian/Pacific Islander	14	100	14.3	35.7	50	92.9	88.6	92.7	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	76.6	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
Disability Status										
Disabled	31	100	67.7	19.4	12.9	41.9	52.6	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	62.5	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	26	100	19.2	38.5	42.3	92.3	81.8	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	80	100	23.8	32.5	43.8	83.8	81.7	76.9	Yes	Yes

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

All Students	190	100	15.4	35.1	49.5	91	87.7	80.4	Yes	Yes
Gender										
Male	98	100	17.5	34	48.5	88.7	86	78.4	N/A	N/A
Female	92	100	13.2	36.3	50.5	93.4	89.7	82.5	N/A	N/A
Racial/Ethnic Group										
White	160	100	15.8	33.5	50.6	91.1	88.8	87.8	Yes	Yes
African American	14	100	21.4	42.9	35.7	85.7	81.5	69.3	I/S	I/S
Asian/Pacific Islander	14	100	7.1	50	42.9	92.9	91.4	93.5	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	82.9	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
Disability Status										
Disabled	31	100	64.5	32.3	3.2	61.3	53.6	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	68.8	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	26	100	23.1	34.6	42.3	88.5	86.3	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	80	100	30	32.5	37.5	81.3	82.3	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
Science								
All Students	138	100	33.1	51.5	15.4	66.9	75.2	67.3
Gender								
Male	75	100	29.7	52.7	17.6	70.3	74.3	66.9
Female	63	100	37.1	50	12.9	62.9	76.2	67.7
Racial/Ethnic Group								
White	117	100	33.9	51.3	14.8	66.1	78.1	79.6
African American	8	I/S	I/S	I/S	I/S	I/S	63.2	49.7
Asian/Pacific Islander	11	100	27.3	54.5	18.2	72.7	74.6	84.4
Hispanic	1	I/S	I/S	I/S	I/S	I/S	62.6	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	23	100	N/A	N/A	N/A	13	37.2	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
English Proficiency								
Limited English Proficient	19	100	31.6	52.6	15.8	68.4	65.1	58.6
Socio-Economic Status								
Subsidized meals	58	100	37.9	50	12.1	62.1	66.9	55.4

Social Studies

All Students	139	100	17.4	60.9	21.7	82.6	77.8	70.9
Gender								
Male	70	100	10.1	63.8	26.1	89.9	78.1	70.1
Female	69	100	24.6	58	17.4	75.4	77.5	71.7
Racial/Ethnic Group								
White	117	100	17.2	61.2	21.6	82.8	80.2	79.2
African American	11	100	27.3	54.5	18.2	72.7	70	58.4
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	78.2	86.8
Hispanic	1	I/S	I/S	I/S	I/S	I/S	65.9	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	22	100	40.9	54.5	4.5	59.1	46.2	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	41.7	55
English Proficiency								
Limited English Proficient	18	100	11.1	55.6	33.3	88.9	70.5	68
Socio-Economic Status								
Subsidized meals	57	100	19.3	63.2	17.5	80.7	69.1	60.8

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

	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	190	100	19	39.2	41.8	81	80.9	72.1	96.1	96.2
Gender										
Male	97	100	25.8	43.3	30.9	74.2	75	65.2	96.2	96.2
Female	93	100	12	34.8	53.3	88	87.6	79.2	95.9	96.2
Racial/Ethnic Group										
White	160	100	18.9	39	42.1	81.1	82.9	80.8	95.9	96
African American	14	100	28.6	14.3	57.1	71.4	75.3	59.7	96.5	96.7
Asian/Pacific Islander	14	100	14.3	57.1	28.6	85.7	81.7	87	96.8	97.2
Hispanic	1	I/S	I/S	I/S	I/S	I/S	68.4	64.6	95.8	96.8
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	N/A	95.4
Disability Status										
Disabled	29	100	N/AV	N/AV	N/AV	24.1	33.2	27.7	95	94.7
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	96.7
English Proficiency										
Limited English Proficient	26	100	26.9	42.3	30.8	73.1	72.5	63.7	96.4	96.9
Socio-Economic Status										
Subsidized meals	81	100	27.2	40.7	32.1	72.8	72.5	61.9	95.3	95.6

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	86	100	17.9	23.8	58.3	82.1
	4	113	100	19.8	40.5	39.6	80.2
	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
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
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	86	100	16.7	44	39.3	83.3
	4	113	100	7.2	54.1	38.7	92.8
	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
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
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	43	100	32.6	46.5	20.9	67.4
	4	113	100	24.3	56.8	18.9	75.7
	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
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
	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	43	100	19.5	43.9	36.6	80.5
	4	113	100	14.4	59.5	26.1	85.6
	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
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	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
2011	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	85	100	15.5	22.6	61.9	84.5
	4	114	100	20.5	44.6	34.8	79.5
	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
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	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
2011	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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