

2002-2003 No Child Left Behind—Blue Ribbon Schools Program Cover Sheet

Name of Principal Mr. Johnny Calder (Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Forestbrook Elementary (As it should appear in the official records)

School Mailing Address 4000 Panther Parkway (If address is P.O. Box, also include street address)

Myrtle Beach South Carolina 29588-8402 City State Zip Code+4 (9 digits total)

Tel. (843) 236-8100 Fax (843) 236-8103

Website/URL http://www.hcs.k12.sc.us/elem/fbe/ Email jcalder@fe.hcs.k12.sc.us

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date March 24, 2003

Private Schools: If the information requested is not applicable, write N/A in the space.

Name of Superintendent Dr. Gerrita Postlewait (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Horry County Schools Tel. (843) 488-6700

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date March 24, 2003

Name of School Board President/Chairperson Mr. Will Garland

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date March 24, 2003

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct. [Include this page in the application as page 2.]

1. The school has some configuration that includes grades K-12.
2. The school has been in existence for five full years.
3. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
4. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
5. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
6. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: 23 Elementary schools
8 Middle schools
0 Junior high schools
12 High schools
43 TOTAL
2. District Per Pupil Expenditure: \$5844.00
Average State Per Pupil Expenditure: \$5375.00

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
 Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural
4. 9 Number of years the principal has been in her/his position at this school.
_____ If fewer than three years, how long was the previous principal at this school?
5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
K	49	43	92	7			
1	50	48	98	8			
2	57	42	99	9			
3	36	54	90	10			
4	51	43	94	11			
5	47	58	105	12			
6				K - 4	9	10	19
TOTAL STUDENTS IN THE APPLYING SCHOOL							597

6. Racial/ethnic composition of the students in the school:
- | | |
|-----------|----------------------------------|
| <u>86</u> | % White |
| <u>9</u> | % Black or African American |
| <u>3</u> | % Hispanic or Latino |
| <u>2</u> | % Asian/Pacific Islander |
| <u>0</u> | % American Indian/Alaskan Native |

100% Total

7. Student turnover, or mobility rate, during the past year: 27 %

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred to the school after October 1 until the end of the year.	87
(2)	Number of students who transferred from the school after October 1 until the end of the year.	75
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	162
(4)	Total number of students in the school as of October 1	597
(5)	Subtotal in row (3) divided by total in row (4)	.271
(6)	Amount in row (5) multiplied by 100	27

8. Limited English Proficient students in the school: .8 %
5 Total Number Limited English Proficient

Number of languages represented: 2

Specify languages: Spanish
 Bulgarian

9. Students eligible for free/reduced-priced meals: 41 %

243 Total Number Students Who Qualify

If this method is not a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: $\frac{15}{92}$ %
 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

$\frac{4}{0}$ Autism	$\frac{0}{1}$ Orthopedic Impairment
$\frac{0}{0}$ Deafness	$\frac{1}{37}$ Other Health Impaired
$\frac{0}{0}$ Deaf-Blindness	$\frac{37}{46}$ Specific Learning Disability
$\frac{0}{2}$ Hearing Impairment	$\frac{46}{0}$ Speech or Language Impairment
$\frac{2}{0}$ Mental Retardation	$\frac{0}{0}$ Traumatic Brain Injury
$\frac{0}{2}$ Multiple Disabilities	$\frac{0}{}$ Visual Impairment Including Blindness
$\frac{2}{}$ Emotionally Handicapped	

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	$\frac{2}{}$	$\frac{0}{}$
Classroom teachers	$\frac{32}{}$	$\frac{0}{}$
Special resource teachers/specialists	$\frac{11}{}$	$\frac{4}{}$
Paraprofessionals	$\frac{20}{}$	$\frac{0}{}$
Support staff	$\frac{10}{}$	$\frac{0}{}$
Total number	$\frac{75}{}$	$\frac{0}{}$

12. Student-“classroom teacher” ratio: $\frac{19}{1}$

13. Show the attendance patterns of teachers and students. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout and drop-off rates.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Daily student attendance	96.20%	95.70%	95.99%	95.90%	95.83%
Daily teacher attendance	96.08%	96.00%	96.15%	96.05%	96.07%
Teacher turnover rate	6%	5%	9%	4%	4%
Student dropout rate	---	---	---	---	---
Student drop-off rate	---	---	---	---	---

PART III – SUMMARY

Provide a brief, coherent narrative snapshot of the school in one page (approximately 475 words). Include at least a summary of the school’s mission or vision statement and begin the first sentence with the school’s name, city, and state.

Forestbrook Elementary School, built in 1988 and located in a suburban community of Myrtle Beach, South Carolina, serves an **economically and multiculturally diverse** population of **600 students** (grades K-5). Students’ **socioeconomic backgrounds** range from **poverty to middle class**. Our attendance area includes two large federally-subsidized apartment complexes, 23 mobile home parks, and modest suburban homes. **Free or reduced lunch** is received by **41%** of our students. Our student population is **86% Caucasian** and **14% African-American, Hispanic, Asian, and Middle Eastern**. The majority of our parents hold hourly-wage, tourist-related positions. When the tourist season ends, our students are **highly transient** (27%), as parents move to secure employment. This challenges school stakeholders to develop programs and instruction that will reach all children. Our staff passionately believes and models that we will reach - not just teach! The mission of Forestbrook Elementary is to ensure that all students are nurtured daily through **developmentally appropriate learning** in order to provide a solid foundation for students to become successful, lifelong achievers. Through a **strategic planning process**, over 150 parents, community members, business partners, and staff established the mission and objectives for our school. All stakeholders are involved in updating the **strategic plan** yearly. The **Increasing Student Learning Team**, made up of administrators and a team of teachers, sets priorities for student achievement. Our team discussed implementing brain-compatible learning to meet our objectives of successfully preparing students for their next educational endeavor. This resulted in an increased effort to strengthen our school’s climate. We began by establishing an environment built on trust and respect to nurture our children’s emotional needs. Charted **procedures** provide consistent expectations, while posted **agendas** provide a visual organizational tool for the day’s learning. **Community circles** allow children the chance to share something about themselves or set daily goals. **Lifeskills** promoting **responsible citizenship** are posted, taught, and targeted daily. We hope to reach children who may only develop resiliency in school by providing a safe learning environment.

Academic rigor is required of all students and is addressed through the implementation of South Carolina Curriculum Standards. Training in literacy, guided reading, and Everyday Math has given our school staff the support to address our students’ academic needs. To review overall program effectiveness and identify needs, **standardized, criterion-referenced**, and other **diagnostic test data** are disaggregated. **Observations, anecdotal records, portfolios, and computerized reading assessments** also identify needs. Students in our school have a **Personalized Learning Plan**, which is developed by teachers in **partnership** with parents and students. Students and parents attend at least **two conferences per year**. Teachers have facilitated these conferences by extending the school day and making home visits. As a result, Forestbrook has had **100% conference participation** for the past five years. These plans, based on collected data, assist in planning and directing instruction by allowing the teacher to build on an individual student’s strengths and to remediate any weaknesses. Teachers and parents can access curriculum standards on the Internet and in the student handbook. Children with specific academic, social, physical, or behavioral concerns can be referred to the **Student Study Team**, which is composed of administrators, a counselor, regular classroom teachers, a special education teacher, and the student’s parents. This team works to develop **intervention strategies** to be used at school and home. A referral for a psycho-educational evaluation by our **school psychologist** is made if warranted. **Other support** is provided by a full-time nurse, instructional coach, English as a Second Language teacher, Waccamaw Mental Health counselor, school guidance counselor, occupational therapist, physical therapist, and district-level consultants for vision and hearing. Our **teacher of gifted and talented** serves 17% of our students (grades 3-5). Tutorial programs are offered **before and after school, and on Saturday mornings**. Our PTA actively recruits **volunteers** to assist students in our “**Study Buddy**” program. Over **300 multimedia-networked computers** and software are available in our school for **remediation and enrichment**. Our **Parents as Learners Center** strengthens our parenting program. Support is given to parents who need to assist their children. We plant the *seeds* for success with high expectations that all students will *blossom*, as individual strengths, rates of growth, and needs are addressed.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. The narrative for Question I of Part IV contains (a) a brief explanation of state test, (b) a description of the students excluded from the testing program (which students, how many, the reasons for the exclusion, and how they are assessed must be described), and (c) if data are disaggregated, the reasons for any disparities among subgroups.

In 1998 the state of South Carolina developed the **Palmetto Achievement Challenge Test (PACT)** in order to assess mastery of the South Carolina Curriculum Standards in the areas of English Language Arts and Mathematics. Since PACT requires the application of knowledge, it is considered to be a rigorous test which reflects the acquisition of skills identified in our curriculum standards. For 2003, the PACT will also include tests in Social Studies and Science. This is a **criterion-referenced test** with established standards for each grade level and a standard deviation of 16. The PACT yields scores for English Language Arts and Mathematics. **Four performance levels** have been established for PACT – **below basic, basic, proficient, and advanced**. These levels indicate how an individual student is performing based on the curriculum standards assessed by the PACT. A student who performs at the BELOW BASIC level has not met minimum expectations for student performance based on the curriculum standards approved by the State Board of Education. The student is not prepared for work at the next grade. Performance at the BASIC level means a student has passed the PACT. A student who performs at the BASIC level has met minimum expectations for student performance based on the curriculum standards. The student is minimally prepared for work at the next grade. A student who performs at the PROFICIENT level has met expectations for student performance based on the curriculum standards and is well prepared for work at the next grade. The PROFICIENT level represents the long-term goal for student performance in South Carolina. A student who performs at the ADVANCED level on the PACT has exceeded expectations for student performance based on the curriculum standards. This indicates the student is very well prepared for work at the next grade.

Students with significant disabilities must participate in the Palmetto Achievement Challenge Test or in an alternate assessment, the **Palmetto Achievement Challenge Test -Alt**. An Individual Education Program (IEP) committee may determine that the PACT is not the most appropriate assessment instrument. They may opt for the PACT-Alt, which is a **portfolio based, year-long assessment** to ensure that students with significant disabilities have the opportunity to participate in a challenging standards-based curriculum that will result in high expectations for all students. These students are usually in profoundly mentally disabled or trainable mentally disabled classes but must meet the following conditions to take the PACT-Alt: the student demonstrates cognitive ability and adaptive skills which prevent completion of the state-approved standards even with accommodations; the student has current adaptive skills requiring extensive direct instruction in multiple settings to accomplish the application and transfer of skills necessary for the functional application in school, work, home, and community environments; the student is unable to apply or use academic skills in natural settings when instructed solely or primarily through school-based instruction; the student's inability to complete the state standards is not the result of excessive or extended absences or social, cultural, and economic differences. The only other students who have been exempted from our testing are our **Limited English Proficient (LEP)** students who have been in the United States fewer than three years. This is a small population at Forestbrook Elementary and only included three students in 2002. Based on new regulations, these students **will not** be exempted in the future.

An analysis of test scores on the Palmetto Achievement Challenge Test for all students at Forestbrook Elementary School from 1999 to 2002 reveals that scores for English Language Arts and Mathematics at each grade level are consistently one half standard deviation to over one full standard deviation above the state mean scale score. This is true not only for the mean scale score for all students, but is also true for those students from our lower socio-economic levels (those that receive free or reduced lunch). Disaggregation of PACT data also shows that Forestbrook Elementary students in our African-American and disabled subgroups consistently score above the South Carolina mean scale scores for all students and are continuing their steady test score gains. Continued improvement in test scores indicates that our multi-faceted approach to improving student learning has been successful.

2. The school shows through examples that teachers and administrators monitor and continually use assessment data to understand and to improve student and school performance.

At Forestbrook, the continuous process of assessment involves **high expectations** that every child will learn. Professional development days are scheduled prior to the start of school to provide time for the **analysis of assessment data**. Utilizing this data, teachers meet individually and by grade levels with the principal and the **Increasing Student Learning Team** to determine patterns regarding strengths and weaknesses demonstrated by their previous students. This analysis also identifies areas that the teacher needs to target for improved instructional strategies. By the time students arrive for their first instructional days, teachers have studied their previous year's **test data** and viewed their student **portfolios**. All professional development opportunities and the use of funds are driven by data.

Implementation of **common planning** stemmed from Forestbrook's decision to maximize our resources to increase student learning by focusing on student achievement and instructional strategies. All teachers work with the **instructional coach** during common planning to **systematically analyze and interpret** assessment data to implement the most effective instruction. Teachers share successful strategies with their peers. Administrators confer with the curriculum coach and attend common planning sessions to lend support and affirm **curriculum alignment**. We identify specific South Carolina Curriculum Standards which are not mastered and **provide assistance** to strengthen both student and teacher performance in those areas. For example, assessment showed second-graders were weak in measurement. Teachers reviewed standards and planned strategies to increase student proficiency. Teachers collaborated to plan an **immersion day** in which students would rotate from class to class to participate in activities related to measurement. The post-test results showed significant improvement for all students. The assessment and teaching processes are linked in a dynamic and ever-changing cycle. Based on the analysis of current assessment data, a decision was made by the Increased Student Learning Team to implement a **standards-based integrated tutorial program** both before and after school and on Saturday mornings. An enrichment program, **Forestbrook Academy**, is also offered on Saturdays to accelerate high achievers.

3. The school regularly communicates student performance, including assessment data, to parents, students, and the community.

Communication begins prior to assessment. Parents can access curriculum standards through the student handbook and on the district or state Web pages. A **School Summary Report** is provided to parents and includes school, district, and state assessment results on all standardized and criterion-referenced tests. Each fall the **Forestbrook Elementary School Annual Report Card** is mailed to every parent to provide general information about the school and display the school's performance using both absolute and improvement ratings. It also provides trends of the school's performance over the past four years and details of the school's student achievement data by content area and by student demographic groups. This data is also published and explained in local newspapers, the school newsletter, and school district and state web sites. **Home reports** are sent to parents for standardized, criterion-referenced, and diagnostic tests. Students and parents review assessment data quarterly through **report cards**. However, parents are apprised of their child's progress on an **ongoing basis**. To encourage extra assistance and support, mid-quarter **interim reports** are sent to parents of students experiencing difficulty. Our **Increasing Student Learning Team reviews** student test data with teachers and **prepares** them to communicate results with parents. This team is also available to assist in **answering parents' questions** as needed. Test results are summarized and presented in the **annual school report** for our School Improvement Council, PTA, Local Advisory Board, and School Board. **Spring and fall Personalized Learning Plan conferences** are held to provide parents information on their children's current performance levels and to offer suggestions for helping their children at home. We have **100% parent attendance!** Teachers, administrators, and the Family Resource Coordinator make **home visits** to involve all parents. Additional conferences are held as needed. The **Family Resource Coordinator** operates our **Parent as Learners Center**, communicates with parents, provides parenting workshops, and hold seminars to help parents understand the school's initiatives.

4. The school has a coherent and reasonable plan for communicating its success with other schools in the event it wins the award.

The key to Forestbrook Elementary School's continuous success is the consistent and frequent interaction and collaboration with other educators in our district, state, and nation. Success is not a destination; it is a process. Recent Forestbrook Elementary School awards and outstanding student achievement data have sparked interest in our programs from schools across South Carolina and the Southeastern United States. Our school **welcomes visitors** and has **opened its doors** in recent years to **over a thousand educators** from South Carolina, North Carolina, Georgia, Tennessee, Virginia, West Virginia, Indiana, and New Jersey. When visitors inquire, we **"show and tell"** programs that have made a difference in our school, but we also ask questions about successful programs in their school. They observe teachers in the classroom, eat lunch with our students, talk to our parents, question our faculty, and conference with our administrators.

Our administrators and staff are often sought and eagerly embrace opportunities to present at local, state, and national conferences. Recently we have **presented at National Blue Ribbon Conferences** in Spartanburg, South Carolina; Biloxi, Mississippi; and Tampa, Florida. Staff members have also presented at **Model-School Conferences** in San Antonio, Texas and Orlando, Florida. The school's principal was invited to participate and present at the Council for Basic Education's **Wing Spread Conference** in Racine, Wisconsin. Forestbrook teachers have been invited to present at the **Best of the Best Conference** at Lake Tahoe, Nevada and Seattle, Washington. In addition, Forestbrook teachers are regularly invited to present at the local and state level. Forestbrook Elementary programs have appeared in national publications such as **Education Weekly, PC Teach It, and Basic Education.**

We have openly shared our successes and will continue to do so. We currently utilize telephone conferences and correspond via e-mails with individuals and schools across the nation. We are planning to expand our web site to include a detailed version of our Blue Ribbon application and information concerning our programs and practices. We are in the process of investing in **video conferencing equipment**, which will allow **video conferencing and virtual tours** when time and cost prohibit educators from making on-site visits.

PART V – CURRICULUM AND INSTRUCTION

1. Describe in one page the school's curriculum, including foreign languages (foreign language is an eligibility requirement for middle, junior high, and high schools), and show how all students are engaged with significant content, based on high standards.

Our Forestbrook community is committed to providing a **comprehensive educational program** for its students, ensuring they will be academically and personally prepared as lifelong learners to meet society's inevitable changes. The primary purpose of education is to prepare our students to become productive, responsible citizens. All academic disciplines are vital to our students' growth and development. Standards are emphasized and taught contextually at an application level. Our curriculum draws from a wealth of documents, including **national, state, and district standards** that align with those of the National Assessment of Education Progress (NAEP), the Third International Mathematics and Science Study, and the National Council for Teachers of Mathematics. We guide students toward **mastery** of challenging standards that are taught within a meaningful context. We continuously monitor student progress. We have **high expectations** and provide academic support for all students to not only master **grade-level standards**, but to exceed them. Innovative teaching strategies, meaningful staff development, and academic assistance programs ensure quality instruction in every classroom. **Forestbrook's rigorous Language Arts Curriculum** based on state and national standards helps us challenge every student. Our **balanced literacy model** is based on the work of Cunningham, Fountas, and Pinnell. It meets the needs of all students through whole-class instruction, small flexible groupings based on need, self-selected reading choices, word work for phonemic awareness/vocabulary, and writing, as well as speaking, listening, and critical thinking. **Forestbrook's numeracy model** is built upon state and national standards that embrace the recommendations of the National Council for Teachers of Mathematics and utilizes the **University of Chicago's Everyday Math** program which is organized into six strands that include: numeration systems, numerical concepts and operations, patterns and relationships, geometry, measurement, and probability and statistics. Teachers integrate problem solving through daily math check-ups, teacher-directed lessons, student exploration and practice, and closure for processing the standards. Our **science curriculum** is integrated, collaborative, inquiry oriented, and grounded in the South Carolina Curriculum Standards and the National Standards in Science. **Science, Technology, and Children Kits** are used in science, as well as a 36-station science lab. Numerous opportunities for active involvement and application of higher order thinking skills are provided in our **social studies program**. Our teachers use multi-disciplinary units to teach social studies concepts. Teachers utilize the South Carolina Curriculum Standards, which are based on national standards and are organized around the concepts of citizenship, history, economics, and geography. Forestbrook recognizes the benefit of all students learning a second language at an early age. Our Spanish teacher provides an exciting Spanish program to all students. He utilizes the foreign language curriculum, incorporating the **South Carolina Foreign Language Curriculum Standards**, based on national standards. Standards for classical language learning are organized within five goal areas that include: communication, culture, connections, comparisons, and communities. Forestbrook's related arts program is integrated and grounded in the **South Carolina Frameworks for the Arts**, also based on national standards. Our art and music teachers collaborate with classroom teachers to align thematic studies with grade appropriate standards. Our school's quality arts program includes **dance, drama, music, and visual arts**, and consists of a thorough study of each art form through **four curriculum components**: aesthetic perception, creative expression, historical and cultural heritage, and aesthetic valuing. **Technology standards** are **integrated into instructional units** to create strong learning connections. Students have many experiences as they research, create graphs, use e-mail, make spreadsheets, and use desktop publishing programs. Our technology standards ensure students have the technology skills to prepare them for the world of work. Personal growth is enhanced through choice based on the **multiple intelligences**. Mastery of standards is reflected through writing, role-playing, singing, or artistic design. Diaries, journals, rubrics, student teacher conferences, and personal processing questions allow for **student reflection**. Our school-wide **character development program, Lifeskills** and **Lifelong Guidelines**, fosters responsible citizenship. Character development activities are integrated into all curriculum areas.

2. Describe in one-half page the school's reading curriculum, including a description of why the school chose this particular approach to reading.

Our **rigorous South Carolina Curriculum Standards**, based on national standards, help us challenge our students. All grade-level standards are organized under **five areas of study** - reading/literature, listening, speaking, writing, and research. Language Arts content serves as the primary vehicle to introduce concepts and skills across the curriculum. We have implemented a **balanced literacy program**, based on best practices, which includes self-selected reading, shared reading, word work, and writing. Forestbrook added **Guided Reading**, based on **Reading Recovery theory**, to assist students in developing self-sustaining reading strategies. **Daily teacher read-alouds** promote the love of reading and introduce **different genres**. During **shared reading**, words are introduced in context prior to reading, and teachers activate prior knowledge to help children construct meaning. Students read with the class and discuss **reading strategies** or **comprehension strategies**. **Graphic organizers** promote critical thinking. Quality trade books, classroom libraries, multiple copies of books, media center materials, anthologies, newspapers, magazines, and content area textbooks provide the students with both **narrative and expository reading opportunities** that are **skillfully integrated** into units of study. During **self-selected time**, students choose a book and read on their independent level. Teachers challenge students to read **Accelerated Reader** books. **Student/teacher conferencing** occurs at this time to assess students' comprehension skills. **Closure** with share time incorporates listening and speaking standards. **Guided Reading** allows teachers to follow children and facilitate their use of reading strategies in small flexible groups. **Quarterly running records** ensure student progress. **Word work** consists of learning how to spell high frequency words through word walls and vocabulary development activities. Our teachers have **two hours of uninterrupted time** and **45 minutes of additional time daily** to help make connections between reading, writing, and other curricular areas.

3. Describe in one-half page one other curriculum area of the school's choice and show how it relates to essential skills and knowledge based on the school's mission.

Science: Our science curriculum is integrated, collaborative, inquiry-oriented and grounded in the **South Carolina Curriculum Standards** and the National Standards in Science. It provides students with developmentally appropriate, meaningful content experiences in Life, Earth, and Physical Science applied to the world where the students live and extended to the world beyond. Our **school murals** reflect an enriched, brain-compatible learning environment set up to immerse students in the unique physical characteristics of different wildlife habitats and the diversity of life. Exploration days are planned and student-initiated projects are facilitated. Students use scientific tools both in the classroom and in our **science laboratory**. **Inquiries**, using **discovery methods**, contribute to the acquisition of the scientific process skills of prediction, observation, inference, classification, and communication. They are carried out in classrooms at **learning club stations**, in **school backyard habitats**, at a **neighboring pond**, and on **study trips** to places such as Playcard Environmental Center, Huntington Beach State Park, and Myrtle Beach State Park. Students participate in Beach Sweep, a community "Solution to Pollution" project. They then classify litter and record statistical data for the **International Center for Marine Conservation**. Fifth graders sponsor our **recycling project** and decide how funds will be spent. In our **Panther Den Café** a chart updates profits from recycled materials. These profits are used to benefit our school. Forestbrook was one of three elementary schools in the United States initially chosen to participate in the **Council for Basic Education's Schools Around the World Project**. This international program studies student work in science and math and allows teachers to communicate via e-mail and the World Wide Web to improve teaching and learning. Teachers study the standards and plan immersion days to address the various concepts. Students rotate to each classroom to participate in hands-on activities based on the multiple intelligences. Students work independently and cooperatively to research indigenous plants and animals using the library, field guides, and technology. Students work in collaboration with Clemson University to identify area butterflies and log data on the Internet under the **South Carolina Butterfly Project**. Fourth graders designed a butterfly garden, and second graders hatch butterflies and frogs for our pond. **Science Safari**, our science museum, is designed to support the science curriculum. Students **research, write reports, and conduct tours** of the museum.

4 Describe in one-half page the different instructional methods the school uses to improve student learning.

Teachers first establish an environment built on mutual respect and trust. Teachers and students **establish and practice classroom procedures**. **Entry procedures** are posted and students are focused on learning upon entering the room. **Daily agendas** allow children to preview and review the day's instructional plan. Once the emotional tone is set, **collaboration** is commonplace at Forestbrook. Classroom **learning clubs** include four to six students clustered at tables or desks. Each learning club is **empowered** to assume the responsibility of completing a task or setting goals and **evaluating the performance of their group**. We **immerse** students in **meaningful content** by providing them opportunities to apply their learning in real-world situations. **Immersion** in learning is seen in classrooms through **hands-on learning centers, guest speakers, and study trips**. Our **International Children's Week** is devoted to cultural diversity. **Yearlong themes** are developed around a central concept to make **strong learning connections**. Teachers write **integrated, standards-based units** and post the **key learning points**. **Inquiries** are developed based on the **multiple intelligences**. The discovery method is used, and children can use their learning strengths to produce portfolio products, such as stories, songs, skits, and poems. Forestbrook's **literacy program** has resources and strategies to reach all students. Our **Teacher Resource Center** houses over 30,000 text-level books. These books are checked out and used for **teacher-directed and guided reading instruction**. **Book baskets** provide choice in independent, **self-selected reading material**. **Word walls** help children to make word pattern connections and increase phonemic awareness. **Graphic organizers and teacher demonstrations** are components of reading focus lessons and the writing workshop. **Revision and editing checklists** and **student/teacher conferences** help facilitate writing. Our **numeracy program** provides **daily check ups, teacher-directed lessons, practice, and reflective closure**. **Choice** is an integral part of our school community. Students use **multiple intelligences** to demonstrate their learning and are taught to internalize them. Teachers use self-designed and state-developed **rubrics** to ensure that completed student work is correct, complete, and comprehensive.

5. Describe in one-half page the school's professional development program and its impact on improving student achievement.

"Learning for all – whatever it takes!" This motto shows our sense of responsibility for student outcomes. Our faculty chose it after collectively reading Larry Lezotte's book, Learning for All. Book talks on current professional readings are relevant to increasing student learning. Implementing innovative strategies to improve instruction is supported with training and resources. In both formal and informal planning sessions, all faculty members feel they are important stakeholders in the educational process. Forestbrook teachers have built positive working relationships with each other through collaboration and mutual respect. The commitment to support new practices, based on brain research, is a strength of our school. For example, after receiving a two-day training on our district-wide literacy model, our school staff was provided an extra **two weeks of professional training** by literacy consultants during the summer. Ten of our teachers are dedicating three years to examine current best practice through the **South Carolina Reading Initiative**, a state grant facilitated by our **literacy coach**. Our staff has received training in **Integrated Thematic Instruction**, Susan Kovalik's brain-compatible learning model. Three of our teachers attend the invitational **"Best of the Best"** conference yearly to assist teachers in applying brain research. **Teacher leaders** for literacy and math serve as liaisons between our school and the district. The democratic leadership style of the administrators empowers and motivates staff members to grow professionally. **Shared leadership** is evident in faculty and grade-level meetings, as well as meetings of the Strategic Planning Team, Student Study Team, Increasing Student Learning Team, and School Improvement Council. The cornerstone in building professional community at Forestbrook is our **common planning time** for each grade level. Some of the work includes designing kid-friendly writing rubric, sharing resources and ideas for integrated units, discussing work samples, and planning Math Madness Days. **Thirteen additional days** are provided to staff members for planning and training in our district, thus allowing us to provide staff development after analyzing our needs.

GRADE: 3

Test: Palmetto Achievement Challenge Test – English Language Arts

Edition/publication year 1999 - 2002 **Publisher** South Carolina Department of Education

What groups were excluded from testing? Why, and how were they assessed?

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PERFORMANCE LEVELS

Four performance levels have been established for PACT – below basic, basic, proficient, and advanced. These levels indicate how an individual student is performing based on the curriculum standards assessed by the PACT.

BELOW BASIC

A student who performs at the BELOW BASIC level on the PACT has not met minimum expectations for student performance based on the curriculum standards approved by the State Board of Education. The student is not prepared for work at the next grade.

BASIC

Performance at the BASIC level means a student has passed the test. A student who performs at the BASIC level on the PACT has met minimum expectations for student performance based on the curriculum standards approved by the State Board of Education. The student is minimally prepared for work at the next grade.

PROFICIENT

A student who performs at the PROFICIENT level on the PACT has met expectations for student performance based on the curriculum standards approved by the State Board of Education. The student is well prepared for work at the next grade. The PROFICIENT level represents the long-term goal for student performance in South Carolina.

ADVANCED

A student who performs at the ADVANCED level on the PACT has exceeded expectations for student performance based on the curriculum standards approved by the State Board of Education. The student is very well prepared for work at the next grade.

ASSESSMENT DATA – FORESTBROOK ELEMENTARY
3RD GRADE ENGLISH LANGUAGE ARTS
TEST: PALMETTO ACHIEVEMENT CHALLENGE TEST

	2002	2001	2000	1999	1998
Testing month	May	May	May	May	
SCHOOL MEAN SCORES	318.2	318.0	316.6	309.9	
TOTAL					
At or Above Basic	98.9	93.4	92.6	85.0	
At or Above Proficient	83.0	79.2	78.7	55.0	
At Advanced	8.5	17.0	11.7	8.0	
Number of students tested	94	106	94	88	
Percent of total students tested	98.0	94.6	92.2	95.7	
Number of students excluded	2	6	8	4	
Percent of students excluded	2.0	5.4	7.8	4.3	
SUBGROUP SCORES					
1. Free / Reduced	317.0	316.0	314.0	310.0	
At or Above Basic	100.0	90.9	91.2	83.3	
At or Above Proficient	81.2	70.4	78.2	53.3	
At Advanced	3.1	13.6	8.8	3.3	
2. No Free / Reduced Lunch	319.0	320.0	318.0	310.0	
At or Above Basic	98.4	95.2	93.3	86.2	
At or Above Proficient	83.9	85.5	80.0	56.9	
At Advanced	11.3	19.4	13.3	10.3	
3. African American	315.0	315.0	*	*	
At or Above Basic	100.0	100.0	*	*	
At or Above Proficient	85.2	75.0	*	*	
At Advanced	9.9	0	*	*	
4. Disabled	310.0	305.0	312.0	290.0	
At or Above Basic	90.9	73.3	88.9	45.5	
At or Above Proficient	63.6	46.7	77.8	9.1	
At Advanced	0	0	0	0	
STATE SCORES					
TOTAL MEAN SCORE	308.0	305.6	304.7	300.1	
At or Above Basic	79.9	78.7	74.4	65.1	
State Mean Score	311.3	311.2	311.6	---	
At or Above Proficient	41.6	41.1	40.0	28.0	
State Mean Score	319.0	318.7	319.4	---	
At Advanced	4.0	3.4	4.0	1.9	
State Mean Score	335.4	336.5	336.9	---	

* No data available for these cells due to small numbers in sample.

GRADE: 4

Test: Palmetto Achievement Challenge Test – English Language Arts

Edition/publication year 1999 - 2002 **Publisher** South Carolina Department of Education

What groups were excluded from testing? Why, and how were they assessed?

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PERFORMANCE LEVELS

Four performance levels have been established for PACT – below basic, basic, proficient, and advanced. These levels indicate how an individual student is performing based on the curriculum standards assessed by the PACT.

BELOW BASIC

A student who performs at the BELOW BASIC level on the PACT has not met minimum expectations for student performance based on the curriculum standards approved by the State Board of Education. The student is not prepared for work at the next grade.

BASIC

Performance at the BASIC level means a student has passed the test. A student who performs at the BASIC level on the PACT has met minimum expectations for student performance based on the curriculum standards approved by the State Board of Education. The student is minimally prepared for work at the next grade.

PROFICIENT

A student who performs at the PROFICIENT level on the PACT has met expectations for student performance based on the curriculum standards approved by the State Board of Education. The student is well prepared for work at the next grade. The PROFICIENT level represents the long-term goal for student performance in South Carolina.

ADVANCED

A student who performs at the ADVANCED level on the PACT has exceeded expectations for student performance based on the curriculum standards approved by the State Board of Education. The student is very well prepared for work at the next grade.

ASSESSMENT DATA – FORESTBROOK ELEMENTARY
4TH GRADE ENGLISH LANGUAGE ARTS
TEST: PALMETTO ACHIEVEMENT CHALLENGE TEST

	2002	2001	2000	1999	1998
Testing month	May	May	May	May	
SCHOOL MEAN SCORES	414.1	411.6	411.6	410.8	
TOTAL					
At or Above Basic	99.0	93.7	89.8	86.0	
At or Above Proficient	60.3	58.4	59.1	56.0	
At Advanced	6.9	2.1	8.0	6.0	
Number of students tested	102	96	88	86	
Percent of total students tested	96.2	96.0	94.6	94.5	
Number of students excluded	4	4	5	5	
Percent of students excluded	3.8	4.0	5.4	5.5	
SUBGROUP SCORES					
1. Free / Reduced	410.0	412.0	407.0	407.0	
At or Above Basic	97.0	96.7	80.6	80.0	
At or Above Proficient	54.5	53.3	51.6	46.7	
At Advanced	0	0	3.2	0	
2. No Free / Reduced Lunch	416.0	412.0	414.0	413.0	
At or Above Basic	100.0	92.4	94.7	89.3	
At or Above Proficient	72.1	60.6	63.1	60.7	
At Advanced	10.3	3.0	10.5	8.9	
3. African American	407.0	*	*	*	
At or Above Basic	100.0	*	*	*	
At or Above Proficient	42.9	*	*	*	
At Advanced	0	*	*	*	
4. Disabled	409.0	403.0	399.0	*	
At or Above Basic	100.0	80.0	80.0	*	
At or Above Proficient	33.3	26.7	0	*	
At Advanced	0	0	0	*	
STATE SCORES					
TOTAL MEAN SCORE	405.0	404.9	403.2	395.0	
At or Above Basic	79.6	80.0	72.0	65.4	
State Mean Score	408.8	409.4	411.3	---	
At or Above Proficient	33.5	37.3	36.9	28.5	
State Mean Score	417.9	417.6	419.5	---	
At Advanced	2.2	2.1	3.9	2.5	
State Mean Score	433.7	432.9	435.5	---	

* No data available for these cells due to small numbers in sample.

GRADE: 5

Test: Palmetto Achievement Challenge Test – English Language Arts

Edition/publication year 1999 - 2002 **Publisher** South Carolina Department of Education

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PERFORMANCE LEVELS

Four performance levels have been established for PACT – below basic, basic, proficient, and advanced. These levels indicate how an individual student is performing based on the curriculum standards assessed by the PACT.

BELOW BASIC

A student who performs at the BELOW BASIC level on the PACT has not met minimum expectations for student performance based on the curriculum standards approved by the State Board of Education. The student is not prepared for work at the next grade.

BASIC

Performance at the BASIC level means a student has passed the test. A student who performs at the BASIC level on the PACT has met minimum expectations for student performance based on the curriculum standards approved by the State Board of Education. The student is minimally prepared for work at the next grade.

PROFICIENT

A student who performs at the PROFICIENT level on the PACT has met expectations for student performance based on the curriculum standards approved by the State Board of Education. The student is well prepared for work at the next grade. The PROFICIENT level represents the long-term goal for student performance in South Carolina.

ADVANCED

A student who performs at the ADVANCED level on the PACT has exceeded expectations for student performance based on the curriculum standards approved by the State Board of Education. The student is very well prepared for work at the next grade.

ASSESSMENT DATA – FORESTBROOK ELEMENTARY
5TH GRADE ENGLISH LANGUAGE ARTS
TEST: PALMETTO ACHIEVEMENT CHALLENGE TEST

	2002	2001	2000	1999	1998
Testing month	May	May	May	May	
SCHOOL MEAN SCORES	510.0	509.7	512.5	505.8	
TOTAL					
At or Above Basic	91.8	96.6	96.4	84.0	
At or Above Proficient	50.0	48.3	58.4	50.0	
At Advanced	4.1	4.5	3.6	8.0	
Number of students tested	98	89	86	9.7	
Percent of total students tested	98.2	95.6	92.5	93.3	
Number of students excluded	2	4	7	7	
Percent of students excluded ¹	1.8	5.4	7.5	6.7	
SUBGROUP SCORES					
1. Free / Reduced	508.0	507.0	509.0	501.0	
At or Above Basic	89.5	97.3	92.0	78.0	
At or Above Proficient	42.1	40.5	40.0	14.6	
At Advanced	0	0	4.0	0	
2. No Free / Reduced Lunch	511.0	511.0	514.0	509.0	
At or Above Basic	93.3	96.2	98.3	92.9	
At or Above Proficient	55.0	53.9	66.1	42.9	
At Advanced	6.7	7.7	3.4	5.4	
3. African American	*	*	510.0	501.0	
At or Above Basic	*	*	100.0	62.5	
At or Above Proficient	*	*	50.0	25.0	
At Advanced	*	*	0	0	
4. Disabled	*	501.0	506.0	498.0	
At or Above Basic	*	92.3	83.3	57.9	
At or Above Proficient	*	7.7	41.7	10.6	
At Advanced	*	0	0	5.3	
STATE SCORES					
TOTAL MEAN SCORE	502.0	502.5	501.7	500.1	
At or Above Basic	74.2	73.2	71.1	65.0	
State Mean Score	507.2	5508.6	508.7	---	
At or Above Proficient	24.9	27.4	27.2	26.1	
State Mean Score	517.6	519.1	519.0	---	
At Advanced	1.4	2.0	2.2	2.5	
State Mean Score	535.6	538.2	536.2	---	

* No data available for these cells due to small numbers in sample.

GRADE: 3

Test: Palmetto Achievement Challenge Test – Mathematics

Edition/publication year 1999 - 2002 **Publisher** South Carolina Department of Education

What groups were excluded from testing? Why, and how were they assessed?

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PERFORMANCE LEVELS

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BELOW BASIC

A student who performs at the BELOW BASIC level on the PACT has not met minimum expectations for student performance based on the curriculum standards approved by the State Board of Education. The student is not prepared for work at the next grade.

BASIC

Performance at the BASIC level means a student has passed the test. A student who performs at the BASIC level on the PACT has met minimum expectations for student performance based on the curriculum standards approved by the State Board of Education. The student is minimally prepared for work at the next grade.

PROFICIENT

A student who performs at the PROFICIENT level on the PACT has met expectations for student performance based on the curriculum standards approved by the State Board of Education. The student is well prepared for work at the next grade. The PROFICIENT level represents the long-term goal for student performance in South Carolina.

ADVANCED

A student who performs at the ADVANCED level on the PACT has exceeded expectations for student performance based on the curriculum standards approved by the State Board of Education. The student is very well prepared for work at the next grade.

ASSESSMENT DATA – FORESTBROOK ELEMENTARY
3RD GRADE MATHEMATICS
TEST: PALMETTO ACHIEVEMENT CHALLENGE TEST

	2002	2001	2000	1999	1998
Testing month	May	May	May	May	
SCHOOL MEAN SCORES	326.8	321.5	317.9	311.3	
TOTAL					
At or Above Basic	98.0	89.6	92.7	84.0	
At or Above Proficient	86.3	73.9	63.6	49.0	
At Advanced	58.8	48.7	31.3	15.0	
Number of students tested	98.0	110	96.0	88.0	
Percent of total students tested	98.0	95.7	94.1	95.7	
Number of students excluded	2	5	11	6	
Percent of students excluded	2.0	5.3	5.9	4.3	
SUBGROUP SCORES					
1. Free / Reduced	324.0	319.0	315.0	312.0	
At or Above Basic	94.4	85.7	91.2	86.7	
At or Above Proficient	80.6	67.3	53.0	40.0	
At Advanced	55.6	46.9	26.5	13.3	
2. No Free / Reduced Lunch	328.0	324.0	319.0	311.0	
At or Above Basic	100.0	92.4	93.5	82.8	
At or Above Proficient	89.4	78.8	69.4	37.9	
At Advanced	60.6	50.0	33.9	15.5	
3. African American	329.0	318.0	*	*	
At or Above Basic	100.0	87.5	*	*	
At or Above Proficient	100.0	75.0	*	*	
At Advanced	75.0	50.0	*	*	
4. Disabled	321.0	305.0	309.0	298.0	
At or Above Basic	89.5	59.1	72.7	54.5	
At or Above Proficient	68.5	29.8	36.4	0	
At Advanced	47.4	22.7	9.1	0	
STATE SCORES					
TOTAL MEAN SCORE	308.0	307.1	304.7	300.1	
At or Above Basic	73.6	72.1	69.0	56.0	
State Mean Score	314.7	315.1	312.9		
At or Above Proficient	31.5	33.3	25.5	17.9	
State Mean Score	325.2	325.9	323.9	---	
At Advanced	12.0	16.4	9.4	5.3	
State Mean Score	332.6	331.2	331.0	---	

* No data available for these cells due to small numbers in sample.

GRADE: 4

Test: Palmetto Achievement Challenge Test – Mathematics

Edition/publication year 1999 - 2002 **Publisher** South Carolina Department of Education

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PERFORMANCE LEVELS

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BELOW BASIC

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BASIC

Performance at the BASIC level means a student has passed the test. A student who performs at the BASIC level on the PACT has met minimum expectations for student performance based on the curriculum standards approved by the State Board of Education. The student is minimally prepared for work at the next grade.

PROFICIENT

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ADVANCED

A student who performs at the ADVANCED level on the PACT has exceeded expectations for student performance based on the curriculum standards approved by the State Board of Education. The student is very well prepared for work at the next grade.

ASSESSMENT DATA – FORESTBROOK ELEMENTARY
4TH GRADE MATHEMATICS
TEST: PALMETTO ACHIEVEMENT CHALLENGE TEST

	2002	2001	2000	1999	1998
Testing month	May	May	May	May	
SCHOOL MEAN SCORES	427.7	421.7	412.7	409.2	
TOTAL					
At or Above Basic	98.1	96.9	87.5	84.0	
At or Above Proficient	83.5	58.3	38.6	33.0	
At Advanced	56.3	44.8	6.8	5.0	
Number of students tested	103	96	88	85	
Percent of total students tested	98.0	96.0	96.0	94.0	
Number of students excluded	2	4	4	6	
Percent of students excluded	2.0	4.0	4.0	6.0	
SUBGROUP SCORES					
1. Free / Reduced	425.0	418.0	409.0	410.0	
At or Above Basic	94.1	93.3	80.8	85.7	
At or Above Proficient	79.4	53.3	32.3	37.5	
At Advanced	50.0	33.3	0	1.8	
2. No Free / Reduced Lunch	429.0	423.0	415.0	410.0	
At or Above Basic	100.0	98.5	91.2	85.7	
At or Above Proficient	85.5	60.6	42.1	37.5	
At Advanced	59.4	50.0	10.5	1.8	
3. African American	420.0	*	*	400.0	
At or Above Basic	85.7	*	*	44.4	
At or Above Proficient	71.5	*	*	11.1	
At Advanced	28.6	*	*	11.1	
4. Disabled	419.0	412.0	407.0	403.0	
At or Above Basic	100.0	85.7	70.0	71.4	
At or Above Proficient	63.7	35.7	10.0	7.1	
At Advanced	27.3	21.4	0	0	
STATE SCORES					
TOTAL MEAN SCORE	409.0	405.9	403.6	400.1	
At or Above Basic	74.3	67.1	61.6	55.0	
State Mean Score	416.2	414.6	413.9	---	
At or Above Proficient	36.0	26.0	23.6	17.2	
State Mean Score	426.2	426.1	425.2	---	
At Advanced	15.3	9.6	8.0	4.6	
State Mean Score	434.1	434.2	433.5	---	

* No data available for these cells due to small numbers in sample.

GRADE: 5

Test: Palmetto Achievement Challenge Test – Mathematics

Edition/publication year 1999 - 2002 **Publisher** South Carolina Department of Education

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BELOW BASIC

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BASIC

Performance at the BASIC level means a student has passed the test. A student who performs at the BASIC level on the PACT has met minimum expectations for student performance based on the curriculum standards approved by the State Board of Education. The student is minimally prepared for work at the next grade.

PROFICIENT

A student who performs at the PROFICIENT level on the PACT has met expectations for student performance based on the curriculum standards approved by the State Board of Education. The student is well prepared for work at the next grade. The PROFICIENT level represents the long-term goal for student performance in South Carolina.

ADVANCED

A student who performs at the ADVANCED level on the PACT has exceeded expectations for student performance based on the curriculum standards approved by the State Board of Education. The student is very well prepared for work at the next grade.

ASSESSMENT DATA – FORESTBROOK ELEMENTARY
5TH GRADE MATHEMATICS
TEST: PALMETTO ACHIEVEMENT CHALLENGE TEST

	2002	2001	2000	1999	1998
Testing month	May	May	May	May	
SCHOOL MEAN SCORES	522.0	511.5	512.9	504.7	
TOTAL					
At or Above Basic	97.1	76.4	85.4	70.0	
At or Above Proficient	63.7	38.2	39.0	19.0	
At Advanced	33.3	19.1	13.4	4.0	
Number of students tested	102	81	86	97	
Percent of total students tested	96.2	95.2	92.5	93.3	
Number of students excluded	4	4	7	7	
Percent of students excluded	3.8	4.8	7.5	6.7	
SUBGROUP SCORES					
1. Free / Reduced	520.0	508.0	509.0	498.0	
At or Above Basic	100.0	75.7	70.8	48.8	
At or Above Proficient	56.4	24.3	29.2	4.8	
At Advanced	28.2	10.8	4.2	2.4	
2. No Free / Reduced Lunch	523.0	514.0	515.0	510.0	
At or Above Basic	95.2	76.9	91.4	85.7	
At or Above Proficient	68.2	48.1	43.1	30.4	
At Advanced	36.5	25.0	17.2	5.4	
3. African American	509.0	*	509.0	488.0	
At or Above Basic	83.3	*	50.0	12.5	
At or Above Proficient	16.7	*	16.7	0	
At Advanced	0	*	16.7	0	
4. Disabled	512.0	500.0	508.0	498.0	
At or Above Basic	77.8	53.8	80.0	52.6	
At or Above Proficient	55.5	15.4	20.0	15.8	
At Advanced	11.1	0	0	0	
STATE SCORES					
TOTAL MEAN SCORE	508.0	504.8	502.2	500.1	
At or Above Basic	70.0	62.1	58.7	53.3	
State Mean Score	515.6	515.6	513.8	---	
At or Above Proficient	28.7	27.1	19.9	16.3	
State Mean Score	526.8	526.6	526.9	---	
At Advanced	11.1	10.9	7.7	4.4	
State Mean Score	534.1	534.6	534.5	---	

* No data available for these cells due to small numbers in sample.