

Forestbrook Middle

4430 Gator Lane
Myrtle Beach, South Carolina 29526

Grades	6–8 Middle School	
Enrollment	1,047 Students	
Principal	Margaret Sordian	843–236–7300
Superintendent	Dr. Bobby Nalley	843–488–6700
Board Chair	Will Garland	843–358–8002

THE STATE OF SOUTH CAROLINA 2007 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Improvement Rating
2007	Good	Unsatisfactory
2006	Good	Unsatisfactory
2005	Good	Below Average
2004	Good	Below Average
2003	Good	Unsatisfactory

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2006–07 whose 2005–06 test scores were located.

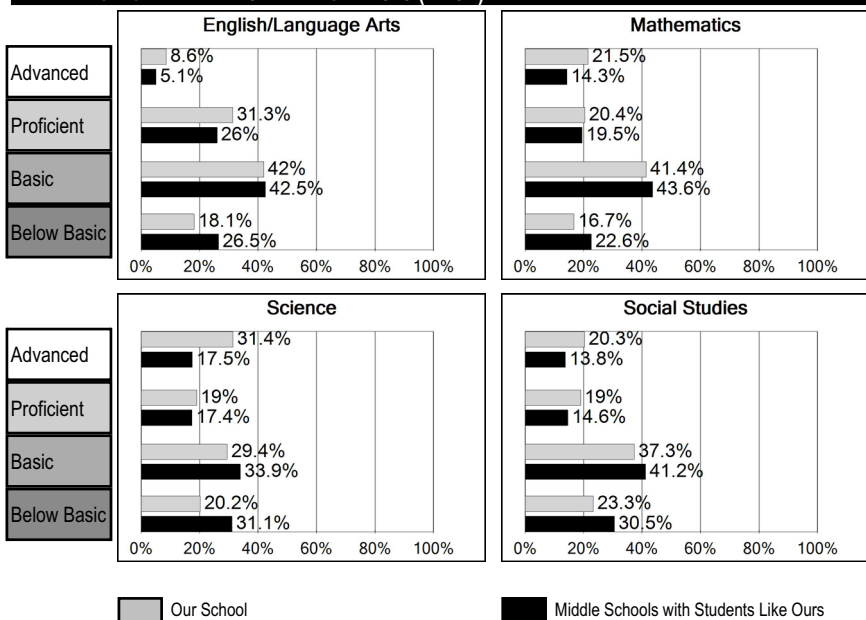
93.1%

ABSOLUTE RATING OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	Unsatisfactory
0	3	36	9	2

* Ratings are calculated with data available by September 30.

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)



* Middle Schools with Students Like Ours are middle schools with Poverty Indices of no more than 5% above or below the index for this school.

DEFINITION OF CRITICAL TERMS

Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
Proficient	Well prepared to work at next grade level; met expectations
Basic	Met standards; minimally prepared, can go to next grade level
Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

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

END OF COURSE TESTS

Percent of students scoring 70 or above on:	Our School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	98.5	98.9
English 1	100.0	94.5
Physical Science	N/A	51.2
All Tests	98.8	96.6

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 1,047)				
Students enrolled in high school credit courses (grades 7 & 8)	35.9%	Down from 50.8%	22.4%	18.2%
Retention rate	0.8%	Down from 1.1%	1.8%	2.2%
Attendance rate	95.8%	Up from 95.4%	95.8%	95.7%
Eligible for gifted and talented	33.8%	Up from 32.5%	19.4%	14.6%
With disabilities other than speech	12.6%	Down from 15.2%	11.5%	11.7%
Older than usual for grade	0.8%	Down from 1.6%	1.8%	2.3%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	2.2%	Down from 2.4%	0.7%	0.7%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 62)				
Teachers with advanced degrees	48.4%	Up from 46.7%	56.7%	53.6%
Continuing contract teachers	77.4%		76.6%	73.3%
Teachers with emergency or provisional certificates	8.8%	Down from 9.1%	4.3%	5.0%
Teachers returning from previous year	84.7%	Up from 84.2%	85.1%	83.3%
Teacher attendance rate	95.1%	Down from 95.7%	95.3%	95.1%
Average teacher salary	\$47,682	Up 5.2%	\$43,676	\$43,485
Prof. development days/teacher	18.9 days	Down from 23.0 days	12.6 days	12.4 days
School				
Principal's years at school	8.0	Up from 7.0	3.0	3.0
Student-teacher ratio in core subjects	18.3 to 1	Down from 18.8 to 1	22.5 to 1	20.5 to 1
Prime instructional time	89.5%	Down from 90.0%	89.6%	89.3%
Opportunities in the arts	Good	No change	Good	Good
SACS accreditation	Yes	No change	Yes	Yes
Parents attending conferences	98.9%	Down from 99.0%	98.8%	97.7%
Character development	Average	No change	Good	Good
Dollars spent per pupil*	\$5,948	Down 4.6%	\$5,994	\$6,602
Percent of expenditures for instruction*	69.9%	Up from 69.2%	65.8%	64.8%
Percent of expenditures for teacher salaries*	67.0%	Up from 63.9%	62.1%	60.0%

* 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

Forestbrook Middle continues to make efforts to increase student learning. Our diagnostic testing program, Measures of Academic Progress, or MAP, offers specialized analysis of each student's growth and allows us to continue to meet the needs of all students. It is especially helpful in planning our programs in the area of reading, an area targeted by our faculty for immediate improvement. The Teach First initiative for the school will bring improved scores.

Focusing on increasing school-wide reading, the FMS School Improvement Council turned its attention to augmenting the media center book circulation program and the institution of a school-wide reading program. The reading program sets aside time for everyone to Drop Everything and Read. The goal is to embed the principle in the minds of our students that reading is a priority event for everyone in our community. The staff of our media center has also taken up the challenge by establishing new and enticing incentives for our students. For example, they now provide Surf's Up Café, where students who reach their reading goals are rewarded with drinks and snacks.

Many of our students have received group and individual recognition in both the academic and performing arts areas. Notable items concerning student academic achievement included

31 students selected as Junior Scholars,
 9 students selected as Duke University TIP Scholars,
 1 student won statewide honors as a Johns-Hopkins Scholar,
 252 students qualified to take the SAT and PSAT.

Student achievement in the area of performing arts included

7 students placed in All-County Chorus,
 2 students selected for the Long Bay Symphony Youth Orchestra,
 7 students placed in All-County Orchestra,
 Statewide Superior rating for the FMS Band and Orchestra,
 26 students made All-County Band, 17 students made All-Region, 1 made All-State.

Our goal at Forestbrook Middle School is to continue as a place where students learn, grow, and succeed. Our faculty, School Improvement Council, and administration are committed to this challenge.

James W. Bradley, Principal
 Yvonne Beale, SIC Co-Chair
 Jennifer Moore, SIC Co-Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	64	322	106
Percent satisfied with learning environment	90.5%	68.0%	82.1%
Percent satisfied with social and physical environment	85.9%	70.4%	70.8%
Percent satisfied with school-home relations	84.4%	78.9%	74.3%

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

NO CHILD LEFT BEHIND

SCHOOL ADEQUATE YEARLY PROGRESS NO

This school met 22 out of 29 objectives. The objectives included performance and participation of students in various groups.

* 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.

TEACHER QUALITY AND STUDENT ATTENDANCE

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	4.1%	2.6%
Classes in high poverty schools not taught by highly qualified teachers	4.4%	9.0%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	6.7%	0.0%	No
Student attendance	95.8%	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

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

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced (Adj)*	District % Proficient and Advanced (Adj)*	State % Proficient and Advanced (Adj)*	Performance Objective Met	Participation Objective Met
English/Language Arts – State Performance Objective = 38.2%											
All Students	1,029	99.8	18.0	41.7	31.4	8.9	52.3	56.2	46.8	Yes	Yes
Gender											
Male	516	99.8	24.0	43.7	27.0	5.3	43.3	49.1	40.1	N/A	N/A
Female	513	99.8	12.2	39.6	35.8	12.4	61.2	63.5	53.8	N/A	N/A
Racial/Ethnic Group											
White	812	99.9	14.2	41.5	35.3	8.9	56.1	64.2	58.7	Yes	Yes
African American	98	100.0	32.5	49.4	16.9	1.2	32.5	34.2	30.3	No	Yes
Asian/Pacific Islander	21	100.0	15.0	25.0	20.0	40.0	70.0	71.0	69.0	I/S	I/S
Hispanic	90	98.9	40.3	41.6	11.7	6.5	31.2	41.5	35.7	No	Yes
American Indian/Alaskan	5	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	55.4	45.8	I/S	I/S
Disability Status											
Disabled	141	99.3	50.0	42.4	4.2	3.4	16.1	22.0	15.9	No	Yes
Migrant Status											
Migrant	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/A	26.6	N/A	N/A
English Proficiency											
Limited English Proficient	66	98.5	48.1	40.7	5.6	5.6	24.1	35.1	33.1	No	Yes
Socio-Economic Status											
Subsidized meals	459	99.6	27.1	45.6	21.7	5.7	39.7	44.1	32.3	Yes	Yes

Mathematics – State Performance Objective = 36.7%

All Students	1,029	99.8	16.5	41.5	20.5	21.6	54.3	44.1	32.3	Yes	Yes
Gender											
Male	516	99.6	17.7	37.2	23.4	21.7	55.7	44.1	32.3	N/A	N/A
Female	513	100.0	15.3	45.6	17.6	21.5	52.9	44.1	32.3	N/A	N/A
Racial/Ethnic Group											
White	812	99.8	14.1	39.5	22.6	23.8	59.1	44.1	32.3	Yes	Yes
African American	98	100.0	21.7	62.7	8.4	7.2	25.3	44.1	32.3	Yes	Yes
Asian/Pacific Islander	21	100.0	0.0	30.0	35.0	35.0	80.0	44.1	32.3	I/S	I/S
Hispanic	90	100.0	38.5	41.0	10.3	10.3	32.1	44.1	32.3	No	Yes
American Indian/Alaskan	5	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	44.1	32.3	I/S	I/S
Disability Status											
Disabled	141	98.6	44.4	41.9	8.5	5.1	21.4	44.1	32.3	No	Yes
Migrant Status											
Migrant	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	44.1	32.3	N/A	N/A
English Proficiency											
Limited English Proficient	66	100.0	45.5	43.6	5.5	5.5	23.6	44.1	32.3	No	Yes
Socio-Economic Status											
Subsidized meals	459	99.6	24.9	44.6	18.2	12.3	41.9	44.1	32.3	Yes	Yes

* Adj – 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

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced	District % Proficient and Advanced	State % Proficient and Advanced	School Attendance Rate	District Attendance Rate
Science											
All Students	692	99.9	20.2	29.4	19.0	31.4	50.4	37.0	33.0	95.8	95.9
Gender											
Male	338	100.0	25.2	22.5	17.9	34.4	52.3	39.0	34.0	95.6	95.9
Female	354	99.7	15.7	35.6	19.9	28.7	48.6	34.0	31.0	95.9	96.0
Racial/Ethnic Group											
White	543	99.8	16.8	28.3	20.2	34.8	54.9	45.0	45.0	95.7	95.7
African American	66	100.0	37.5	33.9	17.9	10.7	28.6	15.0	15.0	96.3	96.5
Asian/Pacific Islander	17	100.0	18.8	31.3	6.3	43.8	50.0	61.0	55.0	97.0	96.8
Hispanic	59	100.0	36.7	36.7	12.2	14.3	26.5	21.0	22.0	95.6	96.3
American Indian/Alaskan	4	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	25.0	33.0	N/A	94.9
Disability Status											
Disabled	92	100.0	58.1	27.0	6.8	8.1	14.9	13.0	13.0	95.5	95.5
Migrant Status											
Migrant	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/A	11.0	N/A	N/A
English Proficiency											
Limited English Proficient	41	100.0	58.1	25.8	9.7	6.5	16.1	15.0	21.0	96.0	96.3
Socio-Economic Status											
Subsidized meals	298	99.7	30.0	38.0	14.4	17.5	31.9	25.0	19.0	95.3	95.6
Social Studies											
All Students	694	99.6	23.3	37.3	19.0	20.3	39.4	34.0	30.0	95.8	95.9
Gender											
Male	358	99.4	24.5	30.7	18.0	26.7	44.7	37.0	32.0	95.6	95.9
Female	336	99.7	22.1	44.2	20.1	13.6	33.8	31.0	28.0	95.9	96.0
Racial/Ethnic Group											
White	548	99.8	19.4	37.9	20.2	22.4	42.7	41.0	40.0	95.7	95.7
African American	69	98.6	39.3	35.7	17.9	7.1	25.0	15.0	16.0	96.3	96.5
Asian/Pacific Islander	11	100.0	9.1	27.3	27.3	36.4	63.6	58.0	54.0	97.0	96.8
Hispanic	62	98.4	46.4	35.7	7.1	10.7	17.9	27.0	23.0	95.6	96.3
American Indian/Alaskan	4	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	38.0	31.0	N/A	94.9
Disability Status											
Disabled	99	99.0	49.3	40.0	8.0	2.7	10.7	14.0	14.0	95.5	95.5
Migrant Status											
Migrant	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/A	16.0	N/A	N/A
English Proficiency											
Limited English Proficient	44	97.7	53.8	33.3	5.1	7.7	12.8	22.0	23.0	96.0	96.3
Socio-Economic Status											
Subsidized meals	312	99.0	35.3	39.4	14.1	11.2	25.3	24.0	18.0	95.3	95.6

Abbreviations for Missing Data

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

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient & Advanced
English/Language Arts								
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	349	99.7	18.4	33.9	32.0	15.8	47.8
	7	319	100.0	18.8	39.4	35.6	6.2	41.8
	8	352	99.7	18.5	47.1	29.0	5.4	34.4
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	354	100.0	16.6	36.9	34.1	12.4	46.5
	7	356	99.7	19.5	39.3	31.9	9.3	41.2
	8	319	99.7	18.0	49.7	27.9	4.4	32.3

Mathematics								
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	349	99.7	12.3	36.7	24.4	26.6	50.9
	7	319	100.0	15.8	39.4	23.6	21.2	44.9
	8	352	99.7	26.4	41.4	14.6	17.5	32.2
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	354	100.0	12.7	32.6	29.6	25.1	54.7
	7	356	99.4	13.0	42.2	16.1	28.6	44.7
	8	319	100.0	24.4	50.5	14.9	10.2	25.1

Science								
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	349	99.7	39.2	23.7	19.6	17.4	37.0
	7	319	100.0	27.7	22.3	23.6	26.4	50.0
	8	352	99.7	23.9	41.7	17.5	16.9	34.4
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	175	100.0	21.5	27.6	18.4	32.5	50.9
	7	355	100.0	15.9	26.3	20.6	37.2	57.8
	8	162	99.4	28.0	38.0	16.0	18.0	34.0

Social Studies								
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	349	99.7	22.5	29.4	17.1	31.0	48.1
	7	319	100.0	27.4	31.8	15.4	25.3	40.8
	8	352	99.4	16.3	39.0	24.0	20.8	44.7
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	180	99.4	12.7	39.8	24.1	23.5	47.6
	7	356	99.7	27.7	33.6	15.9	22.7	38.6
	8	158	99.4	25.9	42.7	20.3	11.2	31.5

Abbreviations for Missing Data

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