



FOREST HILLS ELEMENTARY

633 Hiers Corner Road
Walterboro, SC 29488

Grades	K-5 Elementary School	
Enrollment	568 Students	
Principal	Cindy S. Riley	843-782-4512
Superintendent	Mrs. Leila Williams	843-782-4510
Board Chair	Ms. Mary Jones	843-782-4510

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

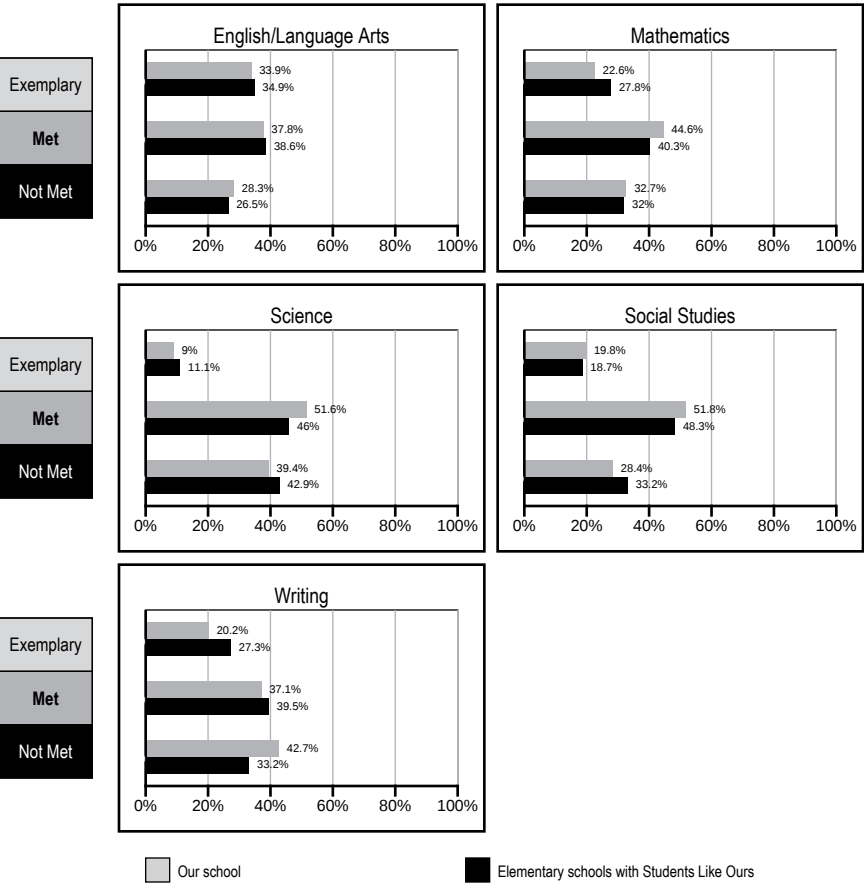
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 95.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	12	96	13	1

* 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=568)				
First graders who attended full-day kindergarten	90.5%	Down from 100.0%	100.0%	100.0%
Retention rate	1.2%	Down from 3.1%	1.6%	1.2%
Attendance rate	96.8%	Up from 95.6%	95.7%	96.1%
Eligible for gifted and talented	11.1%	Up from 8.4%	9.7%	11.7%
With disabilities other than speech	9.1%	Up from 6.6%	9.1%	8.0%
Older than usual for grade	0.9%	Up from 0.6%	0.6%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=40)				
Teachers with advanced degrees	42.5%	Up from 40.5%	58.7%	60.5%
Continuing contract teachers	85.0%	Down from 90.5%	85.0%	84.6%
Teachers with emergency or provisional certificates	2.9%	Down from 5.0%	0.0%	0.0%
Teachers returning from previous year	84.9%	Down from 85.6%	86.7%	87.0%
Teacher attendance rate	93.2%	Down from 95.1%	94.8%	95.4%
Average teacher salary*	\$42,730	Down 6.2%	\$46,569	\$47,288
Professional development days/teacher	22.8 days	Down from 24.7 days	11.0 days	10.5 days
School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	19.8 to 1	Up from 19.2 to 1	19.2 to 1	19.2 to 1
Prime instructional time	88.7%	Down from 89.4%	89.6%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	99.7%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,699	Up 16.5%	\$7,533	\$7,548
Percent of expenditures for instruction**	75.5%	Down from 77.5%	68.0%	68.7%
Percent of expenditures for teacher salaries**	74.0%	Down from 75.8%	64.5%	65.1%

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

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Forest Hills Elementary is located in the heart of historic Walterboro. Our current enrollment of 575 students includes a diverse population of students. Our students, faculty, and staff have worked diligently once again to make the current school year a great success.

Positive Behavior Intervention and Support (PBIS) was continued school-wide, and discipline referrals decreased by an average of 50% this year. We also continued with single-gender classes in third, fourth, and fifth grade. NWEA's Measures of Academic Progress (MAP) test data was analyzed to drive our instruction and meet the needs of all of our students. Students, faculty, and staff participated in various community outreach events, such as: American Cancer Society's Relay for Life, Food Drive to support a food pantry at a local church, and Jump Rope for Heart.

Technology in the classroom was expanded through the continued use of SMARTBoards for all of our first through fifth grade teachers by engaging students in active learning. Smart Document cameras were also purchased and used by our teachers. Differentiated instruction was provided through small, flexible groups and provided intervention and instruction based on students' MAP scores (Measure of Academic Progress). We participated in Reading First for the sixth year. Our school had a Literacy Coach and three Reading Recovery/Small Group Interventionists. We also had two part-time interventionists to work with our students in Reading and Math. Our teachers worked diligently to provide data-driven instruction to meet the needs of our students.

Student progress and success were celebrated through perfect attendance, honor roll, and quarterly recognition ceremonies. Forest Hills Elementary is a school where "pawsitive" attitudes are working together for success!

Cindy S. Riley, Principal
Bridget Runyon, School Improvement Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	32	110	70
Percent satisfied with learning environment	100.0%	82.6%	88.2%
Percent satisfied with social and physical environment	93.8%	81.5%	84.1%
Percent satisfied with school-home relations	74.2%	84.4%	88.4%

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

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No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 21 out of 21 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	0.0%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	8.5%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.8%	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	358	99.4	28.2	38	33.8	85.8	78.1	83.5	Yes	Yes
Gender										
Male	190	99.5	33.7	35.4	30.9	82.6	74	80.1	N/A	N/A
Female	168	99.4	22	40.9	37.1	89.3	82.3	87	N/A	N/A
Racial/Ethnic Group										
White	155	100	16.7	38.2	45.1	89.6	84.9	89.6	Yes	Yes
African American	179	98.9	37.4	39.8	22.8	83	71.5	74.6	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	100	92.7	I/S	I/S
Hispanic	12	100	33.3	25	41.7	83.3	81	79.6	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	93.3	85.1	I/S	I/S
Disability Status										
Disabled	47	95.7	56.5	28.3	15.2	54.3	41.8	51.7	Yes	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	20	100	22.2	22.2	55.6	88.9	86.4	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	255	99.2	33.8	39.7	26.6	82.3	74.9	76.9	Yes	Yes

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

All Students	358	100	32.6	44.8	22.6	81.9	71.8	80.4	Yes	Yes
Gender										
Male	190	100	33.7	44.4	21.9	80.9	70	78.4	N/A	N/A
Female	168	100	31.4	45.3	23.3	83	73.8	82.5	N/A	N/A
Racial/Ethnic Group										
White	155	100	22.9	45.1	31.9	87.5	80.9	87.8	Yes	Yes
African American	179	100	41.5	46.2	12.3	76.6	63.1	69.3	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	95	93.5	I/S	I/S
Hispanic	12	100	41.7	25	33.3	83.3	76.2	78.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	96.7	83.2	I/S	I/S
Disability Status										
Disabled	47	100	65.2	30.4	4.3	52.2	37	46.1	Yes	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	20	100	22.2	27.8	50	94.4	83.3	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	255	100	40.5	42.6	16.9	76.8	68.1	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
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Science

All Students	234	100	39.2	51.4	9.5	60.8	64.7	67.3
Gender								
Male	128	100	41.3	47.1	11.6	58.7	64.5	66.9
Female	106	100	36.6	56.4	6.9	63.4	64.9	67.7
Racial/Ethnic Group								
White	109	100	22.3	62.1	15.5	77.7	79	79.6
African American	108	100	58.3	38.8	2.9	41.7	51.5	49.7
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	100	84.4
Hispanic	10	I/S	I/S	I/S	I/S	I/S	65.1	59.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	76.2	69.5
Disability Status								
Disabled	35	100	80	14.3	5.7	20	31.7	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	14	100	15.4	69.2	15.4	84.6	73.8	58.6
Socio-Economic Status								
Subsidized meals	160	100	51	43.7	5.3	49	59.6	55.4

Social Studies

All Students	238	100	29	51.3	19.6	71	63	70.9
Gender								
Male	121	100	30.7	47.4	21.9	69.3	61.7	70.1
Female	117	100	27.3	55.5	17.3	72.7	64.5	71.7
Racial/Ethnic Group								
White	99	100	23.1	46.2	30.8	76.9	72	79.2
African American	125	100	33.3	56.7	10	66.7	54.7	58.4
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	77.8	86.8
Hispanic	4	I/S	I/S	I/S	I/S	I/S	73	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	81.8	71.2
Disability Status								
Disabled	28	100	N/A	N/A	N/A	40.7	32.2	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
English Proficiency								
Limited English Proficient	12	100	18.2	45.5	36.4	81.8	74.4	68
Socio-Economic Status								
Subsidized meals	175	100	35	50.9	14.1	65	58.9	60.8

Abbreviations for Missing Data

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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	353	99.7	42.6	37.3	20.1	57.4	58	72.1	96.8	96.2
Gender										
Male	186	99.5	52.2	33.7	14	47.8	49.5	65.2	96.6	95.9
Female	167	100	31.9	41.3	26.9	68.1	66.9	79.2	97.1	96.5
Racial/Ethnic Group										
White	152	100	35.4	37.5	27.1	64.6	69.1	80.8	96.3	96
African American	176	99.4	50.6	37.1	12.4	49.4	47.7	59.7	97.2	96.4
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	95.5	87	98.1	97.8
Hispanic	13	100	38.5	38.5	23.1	61.5	55.6	64.6	96.4	96.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	83.3	73.4	93.9	94.4
Disability Status										
Disabled	48	97.9	N/AV	N/AV	N/AV	17.8	20.2	27.7	96.5	95.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	63.5	96.4	96.3
English Proficiency										
Limited English Proficient	21	100	20	40	40	80	64.7	63.7	97.5	96.9
Socio-Economic Status										
Subsidized meals	251	99.6	48.1	35.6	16.3	51.9	53.9	61.9	96.5	96

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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	95	100	34.1	31.8	34.1	65.9
	4	99	100	35.2	48.4	16.5	64.8
	5	113	100	25	49	26	75
	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	128	99.2	21.2	29.7	49.2	78.8
	4	114	99.1	38	36.1	25.9	62
	5	116	100	26.1	48.6	25.2	73.9
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	95	100	41.2	50.6	8.2	58.8
	4	99	100	33	50.5	16.5	67
	5	113	100	37.5	52.9	9.6	62.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	128	100	30.5	34.7	34.7	69.5
	4	114	100	28.7	53.7	17.6	71.3
	5	116	100	38.7	46.8	14.4	61.3
	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	49	100	59.1	27.3	13.6	40.9
	4	99	100	33	56	11	67
	5	56	98.2	34.6	57.7	7.7	65.4
	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	63	100	44.1	40.7	15.3	55.9
	4	114	100	38	51.9	10.2	62
	5	57	100	36.4	61.8	1.8	63.6
	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	46	100	19	59.5	21.4	81
	4	99	100	19.8	64.8	15.4	80.2
	5	57	98.3	31.4	43.1	25.5	68.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	65	100	28.3	40	31.7	71.7
	4	114	100	28.7	53.7	17.6	71.3
	5	59	100	30.4	58.9	10.7	69.6
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	96	100	43.5	32.9	23.5	56.5
	4	95	100	29.3	51.1	19.6	70.7
	5	112	99.1	34.6	41.3	24	65.4
	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	125	100	37.8	35.3	26.9	62.2
	4	113	99.1	52.8	32.4	14.8	47.2
	5	115	100	37.8	44.1	18	62.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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