



FOREST CIRCLE MIDDLE

500 Forest Circle
Walterboro, SC 29488

Grades	6-8 Middle School	
Enrollment	702 Students	
Principal	Scott Matthews	843-549-2361
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	Average
2009	Below Average	Below Average
2008	At-Risk	Below Average
2007	At-Risk	Below Average
2006	At-Risk	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

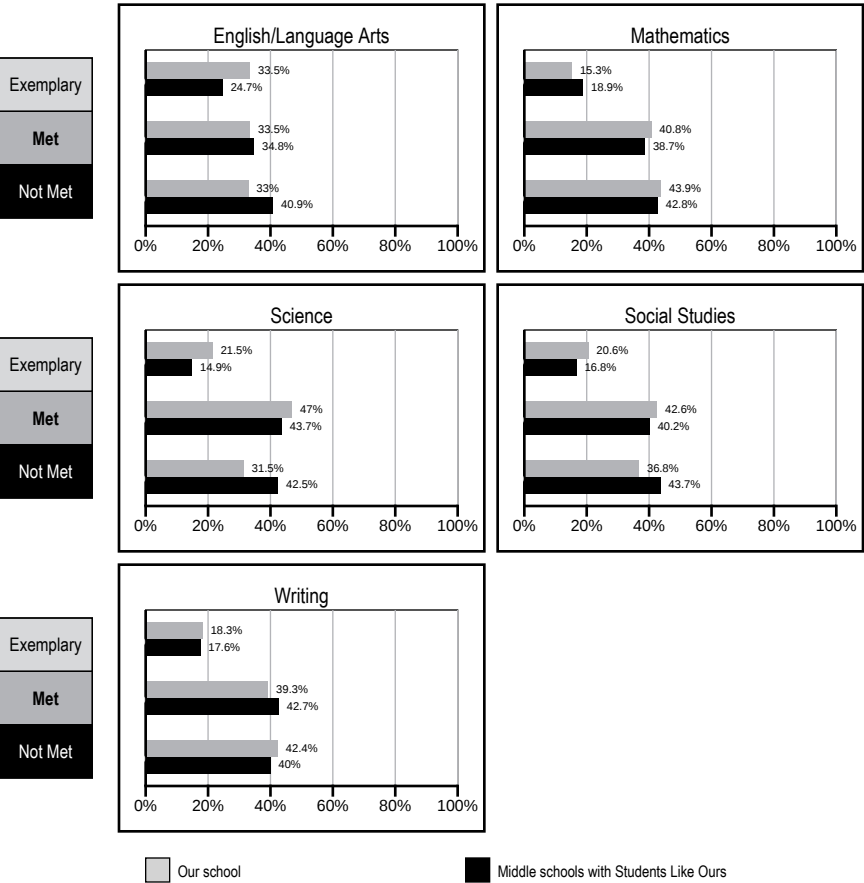
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 91.7%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	25	19	4

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

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle 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

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	80.0%	92.7%
English 1	96.8%	90.3%
Physical Science	N/A	76.4%
US History and the Constitution	N/A	N/A
All Subjects	94.4%	90.5%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=702)				
Students enrolled in high school credit courses (grades 7 & 8)	37.3%	Up from 28.2%	17.0%	24.2%
Retention rate	3.8%	Down from 5.4%	0.8%	0.7%
Attendance rate	95.3%	Up from 94.4%	95.4%	95.9%
Eligible for gifted and talented	15.4%	Up from 11.2%	11.8%	16.4%
With disabilities other than speech	11.3%	Down from 13.3%	13.7%	12.0%
Older than usual for grade	9.8%	Down from 11.0%	3.5%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.1%	Up from 0.4%	0.3%	0.5%
Annual dropout rate	1.2%	Down from 1.6%	0.0%	0.0%
Teachers (n=35)				
Teachers with advanced degrees	22.9%	Down from 26.5%	57.9%	58.5%
Continuing contract teachers	65.7%	Down from 67.6%	72.6%	80.0%
Teachers with emergency or provisional certificates	15.4%	Down from 24.1%	7.3%	4.0%
Teachers returning from previous year	76.0%	Up from 73.7%	82.5%	84.6%
Teacher attendance rate	94.2%	Down from 94.8%	95.3%	95.4%
Average teacher salary*	\$39,567	Down 5.1%	\$45,523	\$46,561
Professional development days/teacher	8.2 days	Down from 14.6 days	10.3 days	10.2 days
School				
Principal's years at school	4.0	Up from 3.0	3.0	4.0
Student-teacher ratio in core subjects	26.2 to 1	Up from 25.1 to 1	20.0 to 1	21.1 to 1
Prime instructional time	87.5%	Down from 87.7%	90.0%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	80.1%	Down from 92.5%	95.6%	98.1%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil**	\$5,184	Down 13.4%	\$8,671	\$7,802
Percent of expenditures for instruction**	60.6%	Down from 62.2%	62.2%	63.8%
Percent of expenditures for teacher salaries**	56.1%	Up from 55.2%	58.2%	60.0%

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

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Forest Circle Middle School continues to be on a path of continuous improvement. Administrators, teachers, students, parents, and community members are working together to develop new ideas and strategies for increased student achievement and to improve the overall school environment. Our teachers and administrators have increased staff development opportunities and continue to focus on analyzing data to drive instruction.

Our report card data, MAP data, and benchmark test data continue to show overall improvements in English language arts, math, science, and social studies. After taking the new Palmetto Assessment of State Standards/PASS, our school has improved our report card rating and also increased the number of Annual Yearly Progress objectives met as compared to Annual Yearly Progress objectives met the previous year. Our students and teachers are continuing to work hard this year implementing new programs, and we are confident that our students will succeed.

New this year is the implementation of My Skills Tutor, a web-based software program used to assist in remediating students in reading and math through a computer lab related arts class. Also, FCMS is excited about the new homework website teachers, parents, and students are using to work together in helping all of our students succeed. FCMS continues to encourage students to read by conducting an Accelerated Reading program daily through our daily independent reading time. Our teachers have continued to improve parent communication by increasing the number of parent conferences, emails, and phone calls to inform parents about grades and behavior. By working together, all students can succeed.

Our goal at Forest Circle Middle School is to continue as a place where students learn, grow, and succeed as we accomplish our mission, "Soaring to New Heights." Our faculty, School Improvement Council, and administration are committed to this challenge.

Sara Gardner, SIC Chair
Scott Matthews, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	33	167	103
Percent satisfied with learning environment	97.0%	76.5%	81.2%
Percent satisfied with social and physical environment	87.9%	83.2%	75.7%
Percent satisfied with school-home relations	72.7%	85.0%	76.2%

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

Abbreviations for Missing Data

School Adequate Yearly Progress NO

This school met 19 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 R

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	12.2%	0.0%	No
Student attendance rate	95.3%	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	663	99.3	34.1	33.5	32.4	76.3	78.1	83.5	Yes	Yes
Gender										
Male	335	99.1	36.9	32.7	30.4	70.6	74	80.1	N/A	N/A
Female	328	99.4	31.4	34.3	34.3	82.1	82.3	87	N/A	N/A
Racial/Ethnic Group										
White	337	99.7	26.6	31	42.4	82.3	84.9	89.6	Yes	Yes
African American	301	98.7	43.5	36.7	19.8	68.9	71.5	74.6	Yes	Yes
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	100	92.7	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	81	79.6	I/S	I/S
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	93.3	85.1	I/S	I/S
Disability Status										
Disabled	77	100	77.3	17.3	5.3	29.3	41.8	51.7	No	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	14	100	26.7	33.3	40	86.7	86.4	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	509	99	39.1	33.8	27	71.5	74.9	76.9	Yes	Yes

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

All Students	663	99.3	44	40.9	15.1	68.4	71.8	80.4	Yes	Yes
Gender										
Male	335	99.1	46	37.5	16.5	64.7	70	78.4	N/A	N/A
Female	328	99.4	42	44.2	13.8	72.1	73.8	82.5	N/A	N/A
Racial/Ethnic Group										
White	337	99.7	32.3	46.5	21.2	78.8	80.9	87.8	Yes	Yes
African American	301	98.7	58	34.3	7.8	55.8	63.1	69.3	Yes	Yes
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	95	93.5	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	76.2	78.3	I/S	I/S
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	96.7	83.2	I/S	I/S
Disability Status										
Disabled	77	100	85.3	13.3	1.3	28	37	46.1	No	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	14	100	33.3	40	26.7	80	83.3	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	509	99	49.4	38.3	12.3	63.6	68.1	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	440	100	31.2	47.2	21.6	68.8	64.7	67.3
Gender								
Male	222	100	34.3	42	23.7	65.7	64.5	66.9
Female	218	100	28.1	52.4	19.5	71.9	64.9	67.7
Racial/Ethnic Group								
White	236	100	20.3	48.2	31.5	79.7	79	79.6
African American	190	100	45.6	45.1	9.3	54.4	51.5	49.7
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	100	84.4
Hispanic	6	I/S	I/S	I/S	I/S	I/S	65.1	59.4
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	76.2	69.5
Disability Status								
Disabled	60	100	67.8	27.1	5.1	32.2	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	6	I/S	I/S	I/S	I/S	I/S	73.8	58.6
Socio-Economic Status								
Subsidized meals	338	100	36.5	45.9	17.6	63.5	59.6	55.4

Social Studies

All Students	453	100	36.5	42.9	20.6	63.5	63	70.9
Gender								
Male	225	100	40	35.2	24.8	60	61.7	70.1
Female	228	100	33.2	50.2	16.6	66.8	64.5	71.7
Racial/Ethnic Group								
White	218	100	29.4	40.2	30.4	70.6	72	79.2
African American	216	100	45.1	43.2	11.7	54.9	54.7	58.4
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	77.8	86.8
Hispanic	6	I/S	I/S	I/S	I/S	I/S	73	68
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	81.8	71.2
Disability Status								
Disabled	53	100	71.2	17.3	11.5	28.8	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	10	I/S	I/S	I/S	I/S	I/S	74.4	68
Socio-Economic Status								
Subsidized meals	352	100	40.5	43.3	16.2	59.5	58.9	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	661	99.4	42.1	39.6	18.4	57.9	58	72.1	95.3	96.2
Gender										
Male	330	98.8	50.8	33.9	15.3	49.2	49.5	65.2	94.6	95.9
Female	331	100	33.5	45.1	21.3	66.5	66.9	79.2	96	96.5
Racial/Ethnic Group										
White	333	99.1	30.9	47.6	21.5	69.1	69.1	80.8	95.4	96
African American	304	99.7	55.1	31.2	13.7	44.9	47.7	59.7	95.1	96.4
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	95.5	87	99.1	97.8
Hispanic	10	I/S	I/S	I/S	I/S	I/S	55.6	64.6	96.7	96.6
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	83.3	73.4	91.6	94.4
Disability Status										
Disabled	77	98.7	82.4	14.9	2.7	17.6	20.2	27.7	93.8	95.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	63.5	83.3	96.3
English Proficiency										
Limited English Proficient	14	100	37.5	37.5	25	62.5	64.7	63.7	97.6	96.9
Socio-Economic Status										
Subsidized meals	500	99.6	47.3	38.5	14.2	52.7	53.9	61.9	94.9	96

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
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English/Language Arts

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	227	99.1	46	38.5	15.5	54
	7	200	99.5	46.4	33.3	20.2	53.6
	8	213	100	40.9	41.4	17.7	59.1
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	222	99.1	20.8	41.1	38.2	79.2
	7	238	98.7	41	28.8	30.2	59
	8	203	100	40.6	30.7	28.6	59.4

Mathematics

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	227	98.7	54.7	35.4	9.9	45.3
	7	200	99.5	48.1	35	16.9	51.9
	8	213	100	60.6	29.8	9.6	39.4
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	222	99.1	33.3	48.3	18.4	66.7
	7	238	98.7	42.8	42.8	14.4	57.2
	8	203	100	56.8	30.7	12.5	43.2

Science

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	112	100	48.6	41.9	9.5	51.4
	7	200	99.5	43.5	37	19.6	56.5
	8	106	100	43.3	48.5	8.2	56.7
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	107	100	33.7	54.5	11.9	66.3
	7	235	100	29.3	49.5	21.2	70.7
	8	98	100	33	34	33	67

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
Social Studies							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	113	100	30.6	59.3	10.2	69.4
	7	200	99.5	57.9	28.4	13.7	42.1
	8	107	100	28.7	36.6	34.7	71.3
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	113	100	24.3	59.8	15.9	75.7
	7	235	100	45.5	36.5	18	54.5
	8	105	100	29.6	38.8	31.6	70.4
Writing							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	229	98.7	56.9	34.3	8.8	43.1
	7	204	100	58	29.8	12.2	42
	8	210	98.1	42.1	41.6	16.2	57.9
2010	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	223	99.6	38.6	41.4	20	61.4
	7	237	99.2	42.7	37.3	20	57.3
	8	201	99.5	45.3	40.1	14.6	54.7

Abbreviations for Missing Data

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