



Forest-Heights Elementary School

2500 Blue Ridge Terrace
Columbia, SC 29203

Grades	PK-5 Elementary School	
Enrollment	507 Students	
Principal	Dr. Frank Robinson	803-691-3780
Superintendent	Dr. Percy A. Mack	803-231-7500
Board Chair	Dwayne Smiling	803-231-7556

THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2012	Below Average	Below Average
2011	Below Average	Average
2010	Below Average	Average
2009	Below Average	Average
2008	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 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.

<http://ed.sc.gov>
<http://www.eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

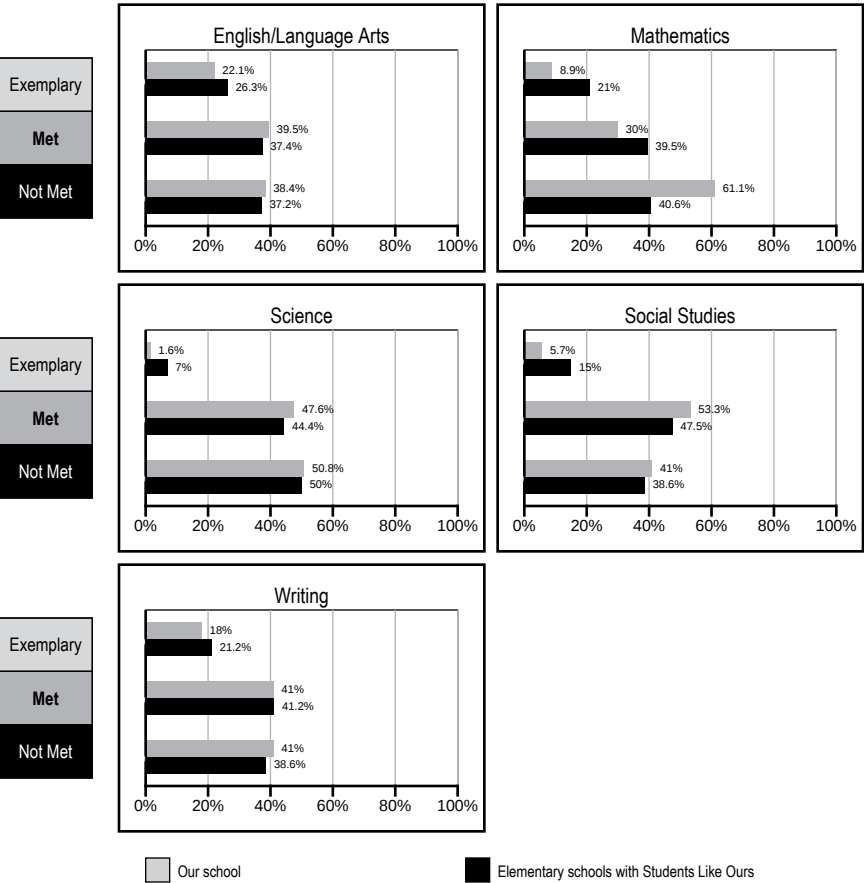
Percent of students tested in 2011-12 whose 2010-11 test scores were located | 98.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	6	75	47	19

* Ratings are calculated with data available by 11/07/2012.

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=507)				
First graders who attended full-day kindergarten	97.5%	Down from 100.0%	100.0%	100.0%
Retention rate	1.1%	Up from 0.7%	1.2%	1.0%
Attendance rate	95.0%	Up from 94.6%	96.4%	96.6%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=35)				
Teachers with advanced degrees	60.0%	Down from 64.5%	62.5%	63.0%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	89.4%	Down from 90.3%	85.3%	88.7%
Teacher attendance rate	93.5%	Up from 92.8%	95.5%	95.1%
Average teacher salary*	\$47,368	Down 0.5%	\$44,974	\$47,210
Professional development days/teacher	11.6 days	Up from 11.5 days	9.4 days	10.5 days
School				
Principal's years at school	5.0	Up from 4.0	4.0	4.0
Student-teacher ratio in core subjects	20.1 to 1	Up from 17.5 to 1	18.1 to 1	20.0 to 1
Prime instructional time	88.2%	Up from 87.0%	90.6%	90.5%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.7%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,552	Down 8.4%	\$8,384	\$7,247
Percent of expenditures for instruction**	78.0%	Down from 80.0%	65.9%	68.2%
Percent of expenditures for teacher salaries**	74.8%	Up from 73.5%	62.7%	65.7%

* 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 Heights Elementary School continues to focus on preparing students for the challenges of the 21st century. Technology continues to be infused into the classroom. Every core content class has a SMARTboard. E-readers and interactive lessons using ipods have been incorporated into lessons. Project based learning in addition to small flexible groups have been used throughout the school to better meet the needs of our students. Forest Heights' mission is "to develop a diverse family of learners in a rigorous academic environment, engaging students in the learning process while being supported by a collaborative community and a highly qualified staff".

The shift to the Common Core Standards has been a focal point of professional development for the primary grades. Kindergarten has led the way by increasing the use of ten frames and manipulatives in Math. Numeracy is an area that needs continued attention. Increased attention has been paid to text complexity and the use of informational text as well in ELA classes. Teachers have continued to set up small flexible groups as indicated by assessment data. Standardized test data (PASS and MAP) indicate that academic progress is being made but work still needs to be done to ensure that our students are fully mastering the academic content. Additional interventions for students experiencing academic difficulties include interventionists for reading and math in addition to after-school tutoring in those subjects. CD and Kindergarten students also used the Breakthrough to Literacy program to develop the skills necessary to become competent readers

Continued efforts have been made regarding community outreach. Teachers and staff have made presentations at local churches. Our faith based partners have been helpful in supporting sustained Reading Buddies and service learning projects. Parents have been involved in multiple events have been held throughout the school year. These sessions featured structured academic activities to support families in meeting academic goals. Family Fitness Nights continued to be held allowing our staff and community to have fun while learning ways to stay fit and eat healthy. The Fitness Night Programs were tied to the USDA Fresh Fruits and Vegetable grant.

The past school year was a very productive time for Forest Heights. The Robo- Eagles, our Lego Robotics team was selected for the third year in a row to compete in NASA's Student Symposium in Houston, Texas. Only thirty student teams were awarded opportunities to compete at this national event. Our student council created and ratified a school constitution. One of our fifth grade students was recognized by the County Council for her Arbor Day Essay. Forest Heights was featured in a tree planting that was attended by County Council members and local officials. Our second graders created crayons in the science lab during their study on the states of matter and donated the product to the Children's Hospital. The faculty and staff of Forest Heights celebrated making AYP and being named a Palmetto Silver Award Winner. These were just a few of the many positive events from the school year.

Patricia Cain , SIC Chairperson
Frank Robinson, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	31	63	34
Percent satisfied with learning environment	83.3%	77.4%	79.4%
Percent satisfied with social and physical environment	90.3%	82.0%	73.5%
Percent satisfied with school-home relations	77.4%	72.6%	70.6%

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

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ESEA/Federal Accountability Rating System

In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/eSEA/> or request this information from your child's district or school.

Overall Weighted Points Total	47.6
Overall Grade Conversion	F

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Forest-Heights Elementary School school has been designated as a:

- ☐ Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- ☐ Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- ☐ Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- ☐ Title I Priority School – one of the 5% lowest performing Title I schools.
- ☒ Title I School – does not qualify as Reward, Focus or Priority School.
- ☐ Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.9%	2.6%
Classes in high poverty schools not taught by highly qualified teachers	2.3%	5.1%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.0%	94.0%*	Yes

* Or greater than last year

Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 3-5						
All Students	634.4	611.9	592.7	610.0	100.0	100.0
Male	626.0	607.1	588.8	603.2	100.0	100.0
Female	640.6	615.5	595.7	614.8	100.0	100.0
White	N/A	N/A	N/A	N/A	N/A	N/A
African American	632.8	610.6	591.7	608.9	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	602.0	577.7	580.3	587.9	100.0	100.0
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	634.5	611.9	593.2	610.1	100.0	100.0
Annual Measurable Objective (AMO)	630.0	630.0	630.0	630.0	95.0	95.0

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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							
2011	3	68	100	25	41.1	33.9	75
	4	71	100	35	36.7	28.3	65
	5	73	100	36.5	38.1	25.4	63.5
	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
2012	3	86	100	37.5	31.9	30.6	62.5
	4	65	100	39.7	43.1	17.2	60.3
	5	67	100	38.3	45	16.7	61.7
	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
Mathematics							
2011	3	68	100	51.8	35.7	12.5	48.2
	4	71	100	40	41.7	18.3	60
	5	73	100	41.3	38.1	20.6	58.7
	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
2012	3	86	100	65.3	25	9.7	34.7
	4	65	100	62.1	31	6.9	37.9
	5	67	100	55	35	10	45
	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
Science							
2011	3	36	100	N/AV	N/AV	N/AV	51.7
	4	71	100	58.3	36.7	5	41.7
	5	36	100	53.3	43.3	3.3	46.7
	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
2012	3	42	100	73.5	23.5	2.9	26.5
	4	65	100	N/AV	N/AV	N/AV	55.2
	5	36	100	38.2	58.8	2.9	61.8
	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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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2011	3	32	100	N/AV	N/AV	N/AV	48.1
	4	71	100	38.3	51.7	10	61.7
	5	37	100	45.5	30.3	24.2	54.5
	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
2012	3	44	100	34.2	60.5	5.3	65.8
	4	65	100	36.2	58.6	5.2	63.8
	5	31	100	61.5	30.8	7.7	38.5
	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
Writing							
2011	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	75	100	33.8	43.1	23.1	66.2
	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
2012	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	66	100	41	41	18	59
	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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