



Forest Heights Elementary

2500 Blue Ridge Terrace
Columbia, South Carolina

Grades	PK-5 Elementary School	
Enrollment	442 Students	
Principal	Dr. Frank Robinson	803-691-3780
Superintendent	Dr. Percy Mack	803-231-7500
Board Chair	Wendy Brawley	803-231-7556

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	At-Risk	At-Risk
2007	Below Average	At-Risk
2006	Below Average	At-Risk
2005	Average	At-Risk
2004	Average	Below Average

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District 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

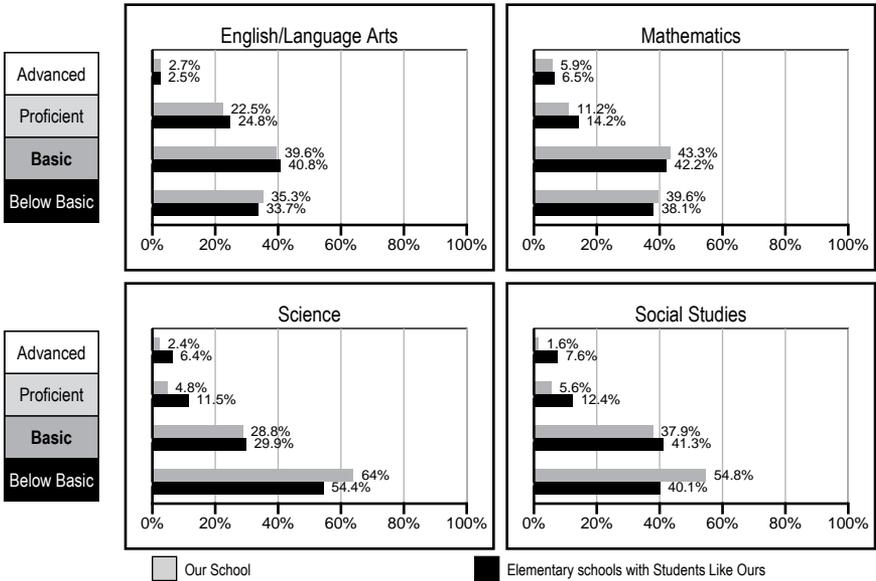
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 99.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	2	10	55	61

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
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

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=442)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.7%	Down from 3.8%	3.1%	2.3%
Attendance rate	96.0%	Down from 96.3%	96.0%	96.3%
Eligible for gifted and talented	1.7%	Down from 6.1%	2.8%	10.4%
With disabilities other than speech	9.1%	Up from 5.3%	7.8%	7.5%
Older than usual for grade	0.6%	Down from 1.6%	1.4%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=35)				
Teachers with advanced degrees	62.9%	Up from 41.2%	53.7%	56.7%
Continuing contract teachers	54.3%	Up from 48.6%	68.9%	77.3%
Teachers with emergency or provisional certificates	7.7%	Down from 11.5%	0.0%	0.0%
Teachers returning from previous year	75.0%	Down from 75.6%	82.7%	86.4%
Teacher attendance rate	94.5%	Up from 93.1%	95.0%	94.9%
Average teacher salary	\$44,075	Up 5.7%	\$43,799	\$45,345
Professional development days/teacher	13.2 days	Up from 10.3 days	13.9 days	12.6 days
School				
Principal's years at school	1.0	No Change	3.0	4.0
Student-teacher ratio in core subjects	21.0 to 1	Up from 18.4 to 1	16.5 to 1	18.5 to 1
Prime instructional time	88.8%	Up from 87.5%	89.4%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 95.8%	100.0%	100.0%
Character development program	Excellent	Up from Below Average	Excellent	Excellent
Dollars spent per pupil*	\$6,690	Down 0.7%	\$8,206	\$7,052
Percent of expenditures for instruction*	80.1%	Down from 80.7%	68.5%	69.1%
Percent of expenditures for teacher salaries*	75.5%	Up from 74.8%	60.7%	64.2%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Forest Heights Elementary School is working diligently to prepare students to take on the challenges of the 21st century. Technology integration in teaching and learning serve as the school's focus to support, enhance, and extend instruction. 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." Building stronger partnerships between parents and the community will continue to be a high priority of our school.

Test results indicated a need to focus additional efforts upon developing students' core content skills. Professional development for teachers during the school year focused on High Yield Strategies and the use of the revised Bloom's Taxonomy. Sessions were led by both school-based teachers trained in the High Yield Strategies and outside consultants. SuccessMaker, a computerized program, was also used to assist students in reading and math. This allowed students to receive remediation in ELA and math. Additional interventions included after-school tutoring in math, reading, social studies and science. Tutors worked with identified students in grades 3-5 during the regular school day emphasizing raising academic achievement in math and reading during the spring semester. CD and kindergarten students used the Breakthrough to Literacy program to develop the skills necessary to become competent readers. Forest Heights Elementary incorporated flexible grouping throughout the school to assist students experiencing difficulty with identified skills.

Forest Heights has continued to work on our community outreach. Parent conferences, PTO meetings, Intersession showcases, and Technology and Science night activities have been held to encourage parents to actively participate with the school. Our Parent Liaison conducted monthly home visits/literacy sessions for parents of pre-school students. Books and Breakfast provided monthly breakfast sessions designed to promote literacy and foster home-school relationships.

Our fifth graders partnered with Ben Lippen students for a service learning project that we plan to continue next year. A food drive for a local women's shelter was spearheaded by one of our fourth grade students. She was featured as the "Student of the Week" by a local television station. The Junior Scientists of Forest Heights Elementary School were named 2008 overall Champions of the Environment for the state by the South Carolina Department of Health and Environmental Control. The students also identified and carried out projects designed to reduce pollution through recycling and waste reduction. Many Visual Literacy projects won district awards. Our faith-based partners have continued to support the school in many ways.

We will continue our efforts to improve student achievement using instruction based upon best practices and the continued utilization of data to inform instruction to meet the standards established by No Child Left Behind.

Shane Thompson, SIC Chairperson

Frank Robinson, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	31	71	43
Percent satisfied with learning environment	86.7%	81.7%	85.0%
Percent satisfied with social and physical environment	80.6%	81.4%	83.7%
Percent satisfied with school-home relations	51.6%	78.6%	86.0%

* 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

NO

This school met 7 out of 13 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

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. Sanction: Implement the restructuring plan.
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	1.5%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	3.2%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	12.4%	0.0%	No
Student attendance rate	96.0%	94.0%	Yes

* Or greater than last year

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	226	99.1	34.6	40	22.7	2.7	35.1	41.2	48.2	No	Yes
Gender											
Male	110	99.1	42.4	38	16.3	3.3	27.2	35	41.7	N/A	N/A
Female	116	99.1	26.9	41.9	29	2.2	43	47.5	55	N/A	N/A
Racial/Ethnic Group											
White	5	I/S	I/S	I/S	I/S	I/S	I/S	73	60	I/S	I/S
African American	218	99.1	35.6	39.5	22.6	2.3	34.5	33.3	31.7	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	77.6	70.4	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	42.7	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
Disability Status											
Disabled	39	97.4	63.6	24.2	12.1	0	12.1	14.1	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	43.4	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	42.2	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	200	99.5	34.9	40.8	22.5	1.8	34.9	31.2	34	No	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	226	99.6	39.2	43.5	11.3	5.9	30.1	34.9	45.8	No	Yes
Gender											
Male	110	100	44.1	38.7	10.8	6.5	25.8	33.8	45.6	N/A	N/A
Female	116	99.1	34.4	48.4	11.8	5.4	34.4	35.9	45.9	N/A	N/A
Racial/Ethnic Group											
White	5	I/S	I/S	I/S	I/S	I/S	I/S	71.2	59	I/S	I/S
African American	218	99.5	39.9	43.3	11.8	5.1	29.8	25.8	26.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	74.6	71.3	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	37.9	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status											
Disabled	39	100	73.5	20.6	5.9	0	11.8	12.2	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	26.2	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	36.3	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	200	99.5	39.1	43.8	11.2	5.9	30.8	24.6	31.4	No	Yes

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PACT Performance By Group

	Enrollment 1st 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	151	98.7	63.7	29	4.8	2.4	7.3	25.3	35.7	96	96.1
Gender											
Male	70	98.6	66.1	25	7.1	1.8	8.9	26	37.4	96.1	95.8
Female	81	98.8	61.8	32.4	2.9	2.9	5.9	24.6	33.8	96	96.3
Racial/Ethnic Group											
White	3	I/S	I/S	I/S	I/S	I/S	I/S	61.9	49.2	95.6	96.3
African American	146	98.6	63.9	29.4	4.2	2.5	6.7	16.4	17	96	96
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	56.8	58	98	96
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	25.7	24.9	95.2	96.4
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	94.6
Disability Status											
Disabled	27	100	78.3	21.7	0	0	0	8.9	14	95.4	95.1
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	16.7	21.9	N/A	96.9
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	25.2	24.4	98.1	96.7
Socio-Economic Status											
Subsided meals	133	99.3	63.2	28.9	5.3	2.6	7.9	15.1	21.1	96.1	95.8
Social Studies											
All Students	149	99.3	54.8	37.9	5.6	1.6	7.3	27.2	34	96	96.1
Gender											
Male	77	98.7	58.8	33.8	4.4	2.9	7.4	28.1	36.6	96.1	95.8
Female	72	100	50	42.9	7.1	0	7.1	26.2	31.3	96	96.3
Racial/Ethnic Group											
White	4	I/S	I/S	I/S	I/S	I/S	I/S	60.9	44.5	95.6	96.3
African American	143	99.3	55.9	36.4	5.9	1.7	7.6	18.2	19.1	96	96
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	64.9	58.9	98	96
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	33.3	27.5	95.2	96.4
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	94.6
Disability Status											
Disabled	28	100	69.2	26.9	3.8	0	3.8	9.7	14.4	95.4	95.1
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	20.7	22.6	N/A	96.9
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	36.4	27.3	98.1	96.7
Socio-Economic Status											
Subsided meals	135	99.3	56.1	37.7	5.3	0.9	6.1	16.8	21	96.1	95.8

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	71	100	35.5	38.7	25.8	0	25.8
	4	71	100	14.8	55.7	29.5	0	29.5
	5	81	100	36.6	52.1	11.3	0	11.3
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	77	98.7	19.7	42.6	29.5	8.2	37.7
	4	74	100	40.3	37.1	22.6	0	22.6
	5	75	98.7	43.5	40.3	16.1	0	16.1
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	71	100	48.4	41.9	8.1	1.6	9.7
	4	71	100	27.9	55.7	11.5	4.9	16.4
	5	81	100	50.7	39.4	8.5	1.4	9.9
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	77	100	43.5	45.2	6.5	4.8	11.3
	4	74	100	43.5	33.9	12.9	9.7	22.6
	5	75	98.7	30.6	51.6	14.5	3.2	17.7
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	35	100	48.4	48.4	3.2	0	3.2
	4	71	100	49.2	34.4	13.1	3.3	16.4
	5	41	100	55.6	38.9	5.6	0	5.6
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	39	97.4	65.6	25	3.1	6.3	9.4
	4	74	100	59.7	32.3	6.5	1.6	8.1
	5	38	97.4	70	26.7	3.3	0	3.3
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	36	100	38.7	54.8	6.5	0	6.5
	4	71	100	42.6	50.8	6.6	0	6.6
	5	40	100	48.6	40	5.7	5.7	11.4
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	38	100	23.3	70	3.3	3.3	6.7
	4	74	98.7	62.9	30.6	6.5	0	6.5
	5	37	100	68.8	21.9	6.3	3.1	9.4
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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