



# SC Annual School Report Card Summary

Forest-Heights Elementary School  
 Richland School District One  
 Grades: PK-5 Enrollment: 507  
 Principal: Dr. Frank Robinson  
 Superintendent: Dr. Percy A. Mack  
 Board Chair: Dwayne Smiling

## PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on [www.ed.sc.gov](http://www.ed.sc.gov) and [www.eoc.sc.gov](http://www.eoc.sc.gov) as well as school and school district websites. Printed versions are available from school districts upon request.

| YEAR | ABSOLUTE RATING | GROWTH RATING | PALMETTO GOLD AND SILVER AWARD |                 | ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM |                          |
|------|-----------------|---------------|--------------------------------|-----------------|---|--------------------------|
|      |                 |               | General Performance            | Closing the Gap | ESEA Grade                                | Accountability Indicator |
| 2012 | Below Average   | Below Average | TBD                            | TBD             | F   | N/A                      |
| 2011 | Below Average   | Average       | Silver                         | N/A             | Met                                       | N/A                      |
| 2010 | Below Average   | Average       | N/A                            | N/A             | Not Met                                   | N/A                      |

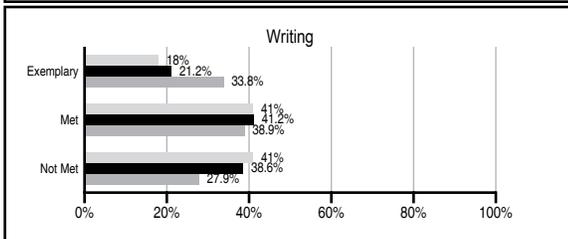
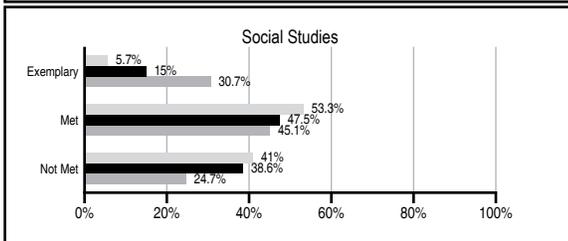
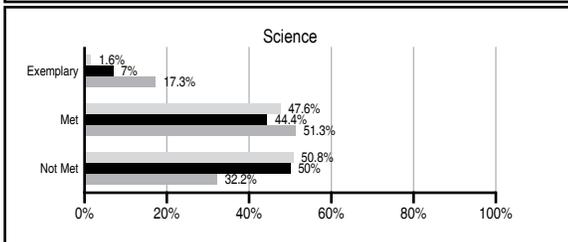
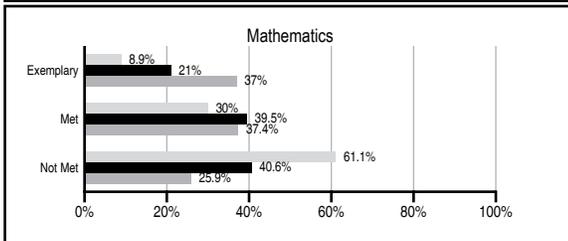
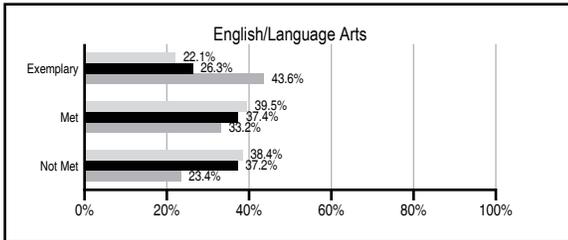
## ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

| EXCELLENT | GOOD | AVERAGE | BELOW AVERAGE | AT-RISK |
|-----------|------|---------|---------------|---------|
| 2         | 6    | 75      | 47            | 19      |

\* Ratings are calculated with data available by 11/07/2012. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.

## PASS PERFORMANCE

Our School  
 Elementary Schools with Students Like Ours  
 Elementary schools statewide



## NAEP PERFORMANCE\*

\* Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.



## SC 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.*

### Abbreviations Key

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined

**Forest-Heights Elementary School**  
**[Richland School District One]**

**SCHOOL PROFILE**

|  | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|--|------------|-----------------------|--|--------------------------|
| <b>Students (n=507)</b>  |            |                       |  |                          |
| 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%                     |
| <b>Teachers (n=35)</b>   |            |                       |  |                          |
| 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                 |
| Classes not taught by highly qualified teachers                              | 0.0%       | No Change             | 0.0%                                       | 0.0%                     |
| Professional development days/teacher  | 11.6 days  | Up from 11.5 days     | 9.4 days                                   | 10.5 days                |
| <b>School</b>  |            |                       |  |                          |
| 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%                    |
| ESEA composite index score   | 47.6       | N/A                   | 79.9                                       | 91.9                     |

\* Length of contract = 185+ days.

\*\* Prior year audited financial data available.

**EVALUATION RESULTS**

|  | 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 at this school and their parents were included.

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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

**Abbreviations Key**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined

NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improvement Status