



Forest Hills Elementary

633 Hiers Corner Road
Walterboro, SC 29488

Grades	K-5 Elementary School	
Enrollment	719 Students	
Principal	Cindy S. Riley	843-549-2119
Superintendent	Charles W. Gale Jr.	843-782-4510
Board Chair	P. A. Pournelle	843-549-5715

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

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

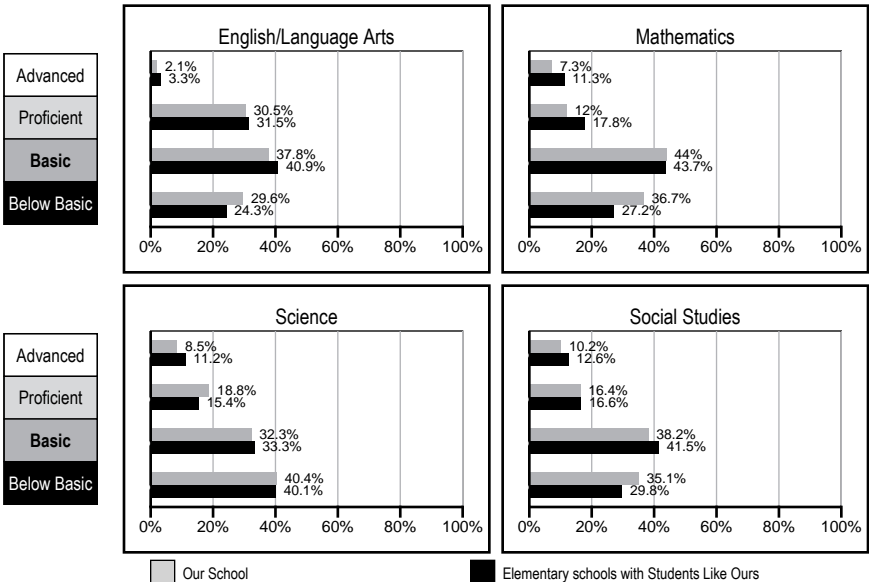
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 97.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	1	32	55	2

* 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=719)				
First graders who attended full-day kindergarten	100.0%	Up from 93.0%	100.0%	100.0%
Retention rate	3.0%	Down from 3.3%	2.8%	2.3%
Attendance rate	94.8%	Down from 95.0%	96.0%	96.3%
Eligible for gifted and talented	8.9%	Up from 7.1%	6.5%	10.4%
With disabilities other than speech	6.2%	Up from 6.0%	9.0%	7.5%
Older than usual for grade	2.3%	Up from 2.0%	1.0%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=46)				
Teachers with advanced degrees	41.3%	Up from 40.4%	54.2%	56.7%
Continuing contract teachers	82.6%	Down from 89.4%	75.7%	77.3%
Teachers with emergency or provisional certificates	2.4%	Up from 2.3%	0.0%	0.0%
Teachers returning from previous year	86.6%	Up from 86.1%	85.6%	86.4%
Teacher attendance rate	95.0%	Down from 98.8%	94.9%	94.9%
Average teacher salary	\$44,451	Up 3.9%	\$44,455	\$45,345
Professional development days/teacher	25.6 days	Up from 19.0 days	13.1 days	12.6 days
School				
Principal's years at school	1.0	Down from 6.0	3.5	4.0
Student-teacher ratio in core subjects	21.4 to 1	Up from 20.5 to 1	18.1 to 1	18.5 to 1
Prime instructional time	85.9%	Down from 88.9%	89.1%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Average	Down from Good	Excellent	Excellent
Dollars spent per pupil*	\$5,890	Up 4.1%	\$7,383	\$7,052
Percent of expenditures for instruction*	79.1%	Up from 75.1%	69.1%	69.1%
Percent of expenditures for teacher salaries*	73.0%	Up from 56.8%	64.0%	64.2%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

Forest Hills Elementary is located in the heart of historic Walterboro. Our current enrollment of 730 students includes a diverse population of students. Students, faculty and staff have worked diligently to make the current school year a great success. Our students made tremendous gains in this year's MAP scores.

Positive Behavior Intervention and Support (PBIS) was implemented school-wide. Students were recognized throughout the school year for maintaining good behavior. PBIS incentives included: "GOTCHA" celebrations, popcorn and movie parties, an inflatables party, Principal for the Day, and public recognition.

Technology in the classroom was expanded through the purchase of SMART Boards for all second through fifth grade teachers. NWEA's Measures of Academic Progress (MAP) test data was analyzed to provide math remediation/enrichment each morning. Students, faculty, and staff participated in various community outreach events such as: American Cancer Society's Relay for Life, March of Dimes, United Way, and Jump Rope for Heart.

We participated in Reading First for the fourth year. Our school had a Literacy Coach and four Reading Recovery/Small Group Interventionists. We also had four part time interventionists to work with our students in reading and math.

Forest Hills Elementary is a GREAT place to learn!

Millie Murray, School Improvement Chairperson
Cindy S. Riley, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	48	105	70
Percent satisfied with learning environment	93.6%	85.7%	89.9%
Percent satisfied with social and physical environment	85.4%	77.1%	87.0%
Percent satisfied with school-home relations	64.6%	85.6%	84.1%

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

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 Adequate Yearly Progress

NO

This school met 13 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

Continuing School Improvement

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	24.5%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	10.4%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	94.8%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

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
--	-------------------------------	----------	---------------	---------	--------------	------------	-----------------------------------	-------------------------------------	----------------------------------	---------------------------	-----------------------------

English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	362	100	29.7	37.9	30.3	2.1	45	33	48.2	No	Yes
Gender											
Male	180	100	38.5	30.2	30.2	1.2	40.8	26.9	41.7	N/A	N/A
Female	182	100	21.1	45.6	30.4	2.9	49.1	38.8	55	N/A	N/A
Racial/Ethnic Group											
White	157	100	19.6	32.4	44.6	3.4	60.1	45.5	60	Yes	Yes
African American	181	100	39.8	42.1	17	1.2	31	23.3	31.7	No	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	75	70.4	I/S	I/S
Hispanic	12	100	33.3	33.3	33.3	0	41.7	33.3	38.4	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	53.8	47	I/S	I/S
Disability Status											
Disabled	44	100	72.1	20.9	7	0	9.3	8.9	16	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	17	100	18.8	37.5	43.8	0	56.3	42.9	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	265	100	37	39	21.5	2.4	35.8	27.3	34	No	Yes

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

All Students	362	100	36.8	43.8	12.1	7.4	30.3	29.4	45.8	No	Yes
Gender											
Male	180	100	36.7	43.2	13.6	6.5	30.8	29.5	45.6	N/A	N/A
Female	182	100	36.8	44.4	10.5	8.2	29.8	29.4	45.9	N/A	N/A
Racial/Ethnic Group											
White	157	100	22.3	45.9	17.6	14.2	43.2	42.9	59	No	Yes
African American	181	100	49.7	40.9	7.6	1.8	18.7	18.8	26.9	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	75	71.3	I/S	I/S
Hispanic	12	100	50	50	0	0	16.7	31.3	38.1	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	46.2	46.2	I/S	I/S
Disability Status											
Disabled	44	100	67.4	30.2	2.3	0	4.7	9.7	17.1	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	17	100	25	62.5	6.3	6.3	31.3	42.9	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	265	100	44.3	41.9	9.3	4.5	23.2	23.8	31.4	No	Yes

* Adj - 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

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	237	100	40.4	32.3	18.8	8.5	27.4	25.8	35.7	94.8	94.6
Gender											
Male	121	100	37.5	28.6	24.1	9.8	33.9	28.2	37.4	94.6	94.1
Female	116	100	43.2	36	13.5	7.2	20.7	23.5	33.8	95	95.2
Racial/Ethnic Group											
White	109	100	22.3	33	27.2	17.5	44.7	41.9	49.2	93.7	93.8
African American	112	100	55.2	31.4	12.4	1	13.3	13	17	95.6	95.2
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	43.8	58	96.2	96
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	37.5	24.9	95.8	95.3
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	35.3	37.4	90.6	91.2
Disability Status											
Disabled	26	100	69.2	15.4	15.4	0	15.4	9.5	14	93.2	93.6
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	97	97
English Proficiency											
Limited English Proficient	13	100	53.8	38.5	7.7	0	7.7	34.3	24.4	96.9	95.8
Socio-Economic Status											
Subsided meals	171	100	51	31.2	12.1	5.7	17.8	17.6	21.1	94.6	94.3
Social Studies											
All Students	238	100	35.3	38.4	16.1	10.3	26.3	18.6	34	94.8	94.6
Gender											
Male	113	100	35.8	34.9	17	12.3	29.2	20.8	36.6	94.6	94.1
Female	125	100	34.7	41.5	15.3	8.5	23.7	16.5	31.3	95	95.2
Racial/Ethnic Group											
White	101	100	21.9	41.7	18.8	17.7	36.5	28.3	44.5	93.7	93.8
African American	123	100	47	35.9	12	5.1	17.1	11.8	19.1	95.6	95.2
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	38.5	58.9	96.2	96
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	17.2	27.5	95.8	95.3
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	10.5	32.7	90.6	91.2
Disability Status											
Disabled	29	100	71.4	28.6	0	0	0	4.2	14.4	93.2	93.6
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	97	97
English Proficiency											
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	23.1	27.3	96.9	95.8
Socio-Economic Status											
Subsided meals	177	100	43.4	34.9	13.9	7.8	21.7	13.3	21	94.6	94.3

* Adj - 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

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	112	100	17.5	30.9	46.4	5.2	51.5
	4	111	100	23.9	53.2	21.1	1.8	22.9
	5	98	100	44.4	42.2	13.3	0	13.3
	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	121	100	19.8	36.9	39.6	3.6	43.2
	4	114	100	26.9	36.1	35.2	1.9	37
	5	127	100	41.3	40.5	17.4	0.8	18.2
	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	112	100	38.1	47.4	10.3	4.1	14.4
	4	111	100	50.5	34.9	10.1	4.6	14.7
	5	98	100	47.8	36.7	12.2	3.3	15.6
	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	121	100	35.1	49.5	8.1	7.2	15.3
	4	114	100	30.6	39.8	18.5	11.1	29.6
	5	127	100	43.8	42.1	9.9	4.1	14
	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	57	100	35.3	49	15.7	0	15.7
	4	111	100	33.9	42.2	12.8	11	23.9
	5	50	100	48.9	26.7	11.1	13.3	24.4
	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	59	100	35.2	33.3	27.8	3.7	31.5
	4	114	100	36.1	33.3	17.6	13	30.6
	5	64	100	52.5	29.5	13.1	4.9	18
	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	55	100	8.7	47.8	30.4	13	43.5
	4	111	100	29.4	47.7	16.5	6.4	22.9
	5	48	100	64.4	20	6.7	8.9	15.6
	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	61	100	33.9	39.3	19.6	7.1	26.8
	4	114	100	26.9	45.4	20.4	7.4	27.8
	5	63	100	51.7	25	5	18.3	23.3
	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

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample