



## Forest Circle Middle

500 Forest Circle  
Walterboro, SC 29483

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	626 Students	
<b>Principal</b>	Scott Mathews	843-549-0015
<b>Superintendent</b>	Charles W. Gale Jr.	843-782-4510
<b>Board Chair</b>	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
<b>2008</b>	<b>At-Risk</b>	<b>Below Average</b>
2007	At-Risk	Below Average
2006	At-Risk	At-Risk
2005	Below Average	At-Risk
2004	Below 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**

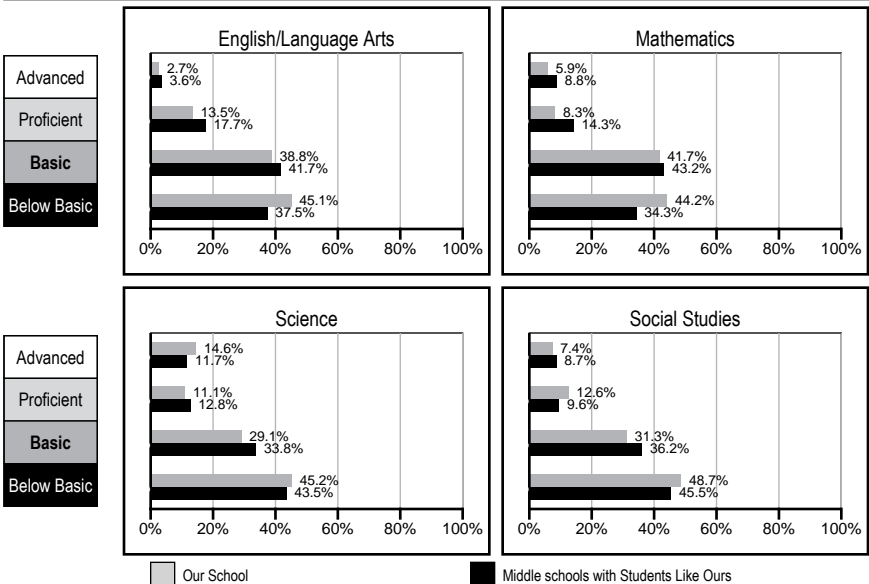
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 95.3%

**ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
0	0	1	19	19

\* Ratings are calculated with data available by September 30.

**Palmetto Achievement Challenge Tests (PACT)**



\* 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**

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 | /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	0	94.0
English 1	0	94.7
Physical Science	0	0
All Subjects	0	92.4

## School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=626)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	15.1%	Up from 0.0%	13.9%	19.4%
Retention rate	4.8%	Down from 9.2%	3.1%	1.8%
Attendance rate	93.8%	Up from 93.6%	95.3%	95.8%
Eligible for gifted and talented	12.6%	Down from 12.8%	10.8%	15.3%
With disabilities other than speech	12.4%	Up from 8.9%	13.9%	12.9%
Older than usual for grade	12.3%	Up from 5.4%	5.5%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.6%	Down from 2.0%	0.8%	0.7%
Annual dropout rate	0.8%	No Change	0.0%	0.0%
<b>Teachers (n=36)</b>				
Teachers with advanced degrees	38.9%	Up from 35.1%	53.6%	55.0%
Continuing contract teachers	44.4%	Down from 54.1%	61.3%	70.6%
Teachers with emergency or provisional certificates	33.3%	Up from 32.1%	11.4%	5.4%
Teachers returning from previous year	69.7%	Up from 64.1%	78.4%	83.4%
Teacher attendance rate	94.0%	Down from 94.4%	94.9%	94.9%
Average teacher salary	\$40,790	Up 0.8%	\$44,651	\$44,706
Professional development days/teacher	19.0 days	Up from 18.3 days	11.7 days	11.8 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	2.0	3.0
Student-teacher ratio in core subjects	23.7 to 1	Up from 22.0 to 1	18.9 to 1	20.1 to 1
Prime instructional time	84.6%	Down from 84.7%	88.6%	89.3%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	No	Down from Yes	Yes	Yes
Parents attending conferences	95.0%	Down from 96.1%	95.6%	98.0%
Character development program	Good	Up from Average	Good	Good
Dollars spent per pupil*	\$5,868	Up 16.9%	\$7,585	\$7,097
Percent of expenditures for instruction*	65.4%	Up from 64.4%	63.8%	64.4%
Percent of expenditures for teacher salaries*	59.3%	Up from 45.1%	59.0%	59.4%

\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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**Report of Principal and School Improvement Council**

Forest Circle Middle continues to make efforts to increase student learning. Our diagnostic testing program Measures of Academic Progress (MAP) offers specialized analysis of each student's growth and allows us to better meet the needs of all students. Our teachers have gone through staff development on analyzing data to drive classroom instruction.

MAP is also helpful in planning our programs in the area of reading. FCMS implemented a school-wide reading program: DIRT (Daily Independent Reading Time). This program sets aside time for reading and taking Accelerated Reading tests. The first year of implementation, the program has proven to be successful averaging a six-month gain of school-wide reading levels. The Literacy Coach has taken up the challenge by establishing new and exciting incentives for our students.

Forest Circle Middle School received awards and accolades in the following areas in 2007-08: 5 students selected as Palmetto Junior Scholars, 1 seventh grade Duke TIP Scholar, District Winner for the Lt. Governor's Essay Contest, District Academic Team Champions, 13 students nominated for the United States Achievement Academy, Scholarship Foundation, Participation in Souper Bowl of Caring, 1 student qualified for the Spellbound State Spelling Bee, 2 students nominated for National Youth Leadership, and Barbara Burns was selected as District Middle School Teacher of the Year

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.

George Deal, SIC Chair  
Scott Matthews, Principal

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	32	145	130
Percent satisfied with learning environment	78.1%	66.0%	69.8%
Percent satisfied with social and physical environment	84.4%	73.6%	66.4%
Percent satisfied with school-home relations	46.9%	83.3%	68.8%

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

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School Adequate Yearly Progress

NO

This school met 11 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

Plan to Restructure

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	14.0%	0.0%	No
Student attendance rate	93.8%	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	596	99.3	44.8	39	13.5	2.7	25.8	33	48.2	No	Yes
<b>Gender</b>											
Male	297	98.7	54.5	32.7	10.2	2.6	21.1	26.9	41.7	N/A	N/A
Female	299	100	35.8	44.8	16.7	2.8	30.2	38.8	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	263	99.6	30.9	45.9	19.1	4.1	37.4	45.5	60	No	Yes
African American	308	99	58.2	32.6	8.4	0.7	15.1	23.3	31.7	No	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	75	70.4	I/S	I/S
Hispanic	12	100	45.5	27.3	9.1	18.2	27.3	33.3	38.4	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	53.8	47	I/S	I/S
<b>Disability Status</b>											
Disabled	79	97.5	85.1	11.9	3	0	3	8.9	16	No	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	12	100	27.3	18.2	27.3	27.3	54.5	42.9	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	432	99.1	51.8	37.1	10.4	0.8	18.8	27.3	34	No	Yes

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

All Students	596	99.3	43.9	41.9	8.3	6	22	29.4	45.8	No	Yes
<b>Gender</b>											
Male	297	98.7	48.1	36.8	9	6	21.4	29.5	45.6	N/A	N/A
Female	299	100	39.9	46.5	7.6	5.9	22.6	29.4	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	263	99.6	30.9	45.1	14.2	9.8	32.9	42.9	59	No	Yes
African American	308	99	57.5	38.9	2.5	1.1	10.2	18.8	26.9	No	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	75	71.3	I/S	I/S
Hispanic	12	100	9.1	54.5	9.1	27.3	36.4	31.3	38.1	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	46.2	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	79	97.5	76.1	22.4	0	1.5	3	9.7	17.1	No	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	12	100	0	27.3	27.3	45.5	72.7	42.9	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	432	99.1	53.3	38.3	5.6	2.8	15	23.8	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
<b>Science</b>											
All Students	405	99	44.8	29.3	11.2	14.7	25.9	25.8	35.7	93.8	94.6
<b>Gender</b>											
Male	201	98.5	45	27.8	8.9	18.3	27.2	28.2	37.4	92.5	94.1
Female	204	99.5	44.6	30.8	13.3	11.3	24.6	23.5	33.8	95.2	95.2
<b>Racial/Ethnic Group</b>											
White	185	98.9	31.6	29.8	16.4	22.2	38.6	41.9	49.2	93.1	93.8
African American	199	99	60.9	29.3	5.4	4.3	9.8	13	17	94.3	95.2
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	43.8	58	96.7	96
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	37.5	24.9	96.2	95.3
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	35.3	37.4	88.2	91.2
<b>Disability Status</b>											
Disabled	49	98	73.8	19	4.8	2.4	7.1	9.5	14	93.3	93.6
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	95.8	97
<b>English Proficiency</b>											
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	I/S	34.3	24.4	97	95.8
<b>Socio-Economic Status</b>											
Subsided meals	293	98.6	53.9	30	8.6	7.5	16.1	17.6	21.1	93.1	94.3
<b>Social Studies</b>											
All Students	407	99	48.4	31.5	12.7	7.4	20.1	18.6	34	93.8	94.6
<b>Gender</b>											
Male	193	97.9	52.6	23.1	12.7	11.6	24.3	20.8	36.6	92.5	94.1
Female	214	100	44.9	38.5	12.7	3.9	16.6	16.5	31.3	95.2	95.2
<b>Racial/Ethnic Group</b>											
White	166	99.4	42.6	26.5	16.8	14.2	31	28.3	44.5	93.1	93.8
African American	222	99.1	54.4	33.5	10.2	1.9	12.1	11.8	19.1	94.3	95.2
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	38.5	58.9	96.7	96
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	17.2	27.5	96.2	95.3
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	10.5	32.7	88.2	91.2
<b>Disability Status</b>											
Disabled	61	98.4	76.9	21.2	1.9	0	1.9	4.2	14.4	93.3	93.6
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	95.8	97
<b>English Proficiency</b>											
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	23.1	27.3	97	95.8
<b>Socio-Economic Status</b>											
Subsided meals	300	98.7	56.3	30.9	10.3	2.6	12.9	13.3	21	93.1	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*
<b>English/Language Arts</b>								
<b>2007</b>	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	201	99.5	55.1	30.8	12.4	1.6	14.1
	7	210	99.5	45.7	40.1	13.7	0.5	14.2
	8	155	100	32.8	56.2	8.8	2.2	10.9
<b>2008</b>	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	190	100	47.7	32.2	17.8	2.3	20.1
	7	218	98.6	43.3	41.3	12.4	3	15.4
	8	188	99.5	43.6	43	10.6	2.8	13.4
<b>Mathematics</b>								
<b>2007</b>	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	201	99.5	43.2	39.5	13	4.3	17.3
	7	210	99.5	43.7	43.7	8.1	4.6	12.7
	8	155	99.4	50	39	9.6	1.5	11
<b>2008</b>	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	190	100	48.3	32.2	13.2	6.3	19.5
	7	218	98.6	37.3	47.8	7	8	14.9
	8	188	99.5	46.9	44.7	5	3.4	8.4
<b>Science</b>								
<b>2007</b>	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	101	99	60	27.8	4.4	7.8	12.2
	7	210	99.1	52	29.1	10.7	8.2	18.9
	8	77	100	39.1	39.1	17.4	4.3	21.7
<b>2008</b>	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	93	100	52.3	23.3	5.8	18.6	24.4
	7	218	98.6	46.3	29.4	12.4	11.9	24.4
	8	94	98.9	34.1	35.2	13.6	17	30.7
<b>Social Studies</b>								
<b>2007</b>	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	100	100	42.1	35.8	14.7	7.4	22.1
	7	210	99.5	56.9	32	5.1	6.1	11.2
	8	77	98.7	25.4	64.2	4.5	6	10.4
<b>2008</b>	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	96	100	35.6	31	20.7	12.6	33.3
	7	218	98.6	65.7	22.9	5	6.5	11.4
	8	93	98.9	22.2	51.1	22.2	4.4	26.7

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