



Forest Hills Elementary

633 Hiers Corner Road
Walterboro, SC 29488

Grades	K-5 Elementary School	
Enrollment	569 Students	
Principal	Cindy S. Riley	843-549-2119
Superintendent	Ms. Leila Williams	843-782-4510
Board Chair	Mr. Paul Haase	843-782-4510

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Average
2008	Below Average	Below Average
2007	Below Average	At-Risk
2006	Average	At-Risk
2005	Average	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 GOAL

By 2010, SC'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.

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.

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

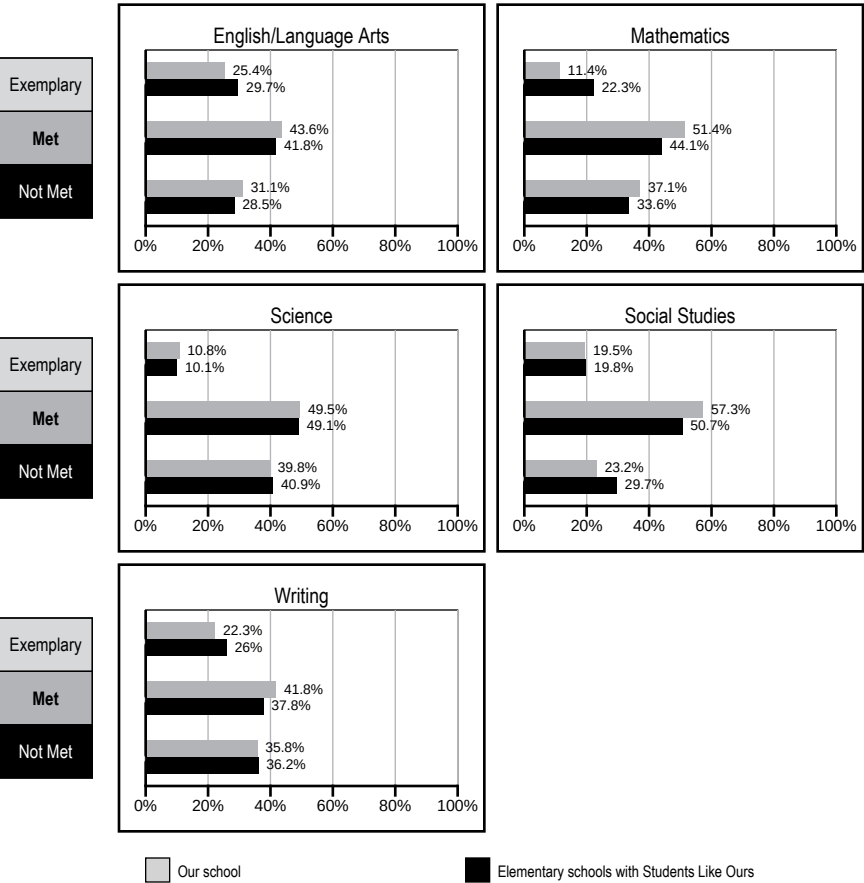
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 95%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	8	94	18	1

* Ratings are calculated with data available by 06/01/2010.

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=569)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.1%	Up from 3.0%	2.4%	1.9%
Attendance rate	95.6%	Up from 94.8%	96.1%	96.3%
Eligible for gifted and talented	8.4%	Down from 8.9%	7.2%	10.0%
With disabilities other than speech	6.6%	Up from 6.2%	9.2%	7.7%
Older than usual for grade	0.6%	Down from 2.3%	0.7%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=42)				
Teachers with advanced degrees	40.5%	Down from 41.3%	57.1%	59.4%
Continuing contract teachers	90.5%	Up from 82.6%	81.6%	80.0%
Teachers with emergency or provisional certificates	5.0%	Up from 2.4%	0.0%	0.0%
Teachers returning from previous year	85.6%	Down from 86.6%	85.7%	85.9%
Teacher attendance rate	95.1%	Up from 95.0%	95.0%	95.1%
Average teacher salary*	\$45,535	Up 2.4%	\$46,531	\$47,149
Professional development days/teacher	24.7 days	Down from 25.6 days	12.2 days	11.1 days
School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	19.2 to 1	Down from 21.4 to 1	18.5 to 1	18.8 to 1
Prime instructional time	89.4%	Up from 85.9%	90.0%	90.4%
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	Excellent	Up from Average	Excellent	Excellent
Dollars spent per pupil**	\$5,751	Down 2.4%	\$7,600	\$7,458
Percent of expenditures for instruction**	77.5%	Down from 79.1%	68.6%	68.8%
Percent of expenditures for teacher salaries**	75.8%	Up from 73.0%	62.1%	63.2%

* 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 Hills Elementary is located in the heart of historic Walterboro. Our current enrollment of 588 students includes a diverse population of students. Our students, faculty, and staff have worked diligently once again to make the 2008-2009 school year a great success.

Positive Behavior Intervention and Support (PBIS) was continued school-wide, and discipline referrals decreased by an average of 50% this year. We also implemented single gender classes in third, fourth, and fifth grade. NWEA's Measures of Academic Progress (MAP) test data were 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, a food drive to support a food pantry at a local church, and Jump Rope for Heart.

Technology in the classroom was expanded through the continued use of SMARTBoards for all second through fifth grade teachers by engaging students in active learning. Differentiated instruction was provided through small, flexible groups and provided intervention and instruction based on students' MAP scores. We participated in Reading First for the fifth year. Our school had a Literacy Coach and four Reading Recovery/Small Group Interventionists. We also had two part-time interventionists to work with our students in Reading and Math. We had a science and a math coach this year to work with our teachers and our students. We had a full-time Curriculum Instructional Facilitator as well. Our coaches and curriculum facilitators worked with our teachers to provide data driven instruction to meet the needs of our students.

Student progress and success were celebrated through perfect attendance, honor roll, and quarterly recognition ceremonies. Forest Hills Elementary is a great place to learn!

Cindy S. Riley, Principal
Bridget Runyon, School Improvement Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	45	102	73
Percent satisfied with learning environment	100.0%	83.0%	90.1%
Percent satisfied with social and physical environment	100.0%	84.2%	81.9%
Percent satisfied with school-home relations	88.9%	87.3%	88.4%

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

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School Adequate Yearly Progress	YES
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This school met 17 out of 17 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	CSI-DELAY
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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. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
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%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	16.2%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.1%	0.0%	No
Student attendance rate	95.6%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	307	100	31.1	43.6	25.4	81.4	74.8	82.8	Yes	Yes
Gender										
Male	155	100	35.9	38.7	25.4	77.5	69.7	79.3	N/A	N/A
Female	152	100	26.1	48.6	25.4	85.5	79.9	86.5	N/A	N/A
Racial/Ethnic Group										
White	147	100	18.2	46.2	35.6	90.2	82.3	89.5	Yes	Yes
African American	135	100	45.6	41.6	12.8	72	68.6	73.7	Yes	Yes
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	100	92.3	I/S	I/S
Hispanic	11	100	45.5	27.3	27.3	72.7	69.2	76.5	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	82.1	82.5	I/S	I/S
Disability Status										
Disabled	33	100	N/AV	N/AV	N/AV	31	34.5	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	22	100	20	45	35	90	76.3	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	211	100	40.1	42.7	17.2	75.5	71.3	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	307	100	37.1	51.4	11.4	76.1	69	78.9	Yes	Yes
Gender										
Male	155	100	33.1	54.2	12.7	79.6	66.6	77	N/A	N/A
Female	152	100	41.3	48.6	10.1	72.5	71.5	80.9	N/A	N/A
Racial/Ethnic Group										
White	147	100	27.3	56.8	15.9	82.6	77.8	87.2	Yes	Yes
African American	135	100	51.2	44.8	4	66.4	61.4	66.7	Yes	Yes
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	96.3	93	I/S	I/S
Hispanic	11	100	27.3	63.6	9.1	90.9	80.8	76	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	64.3	79.5	I/S	I/S
Disability Status										
Disabled	33	100	72.4	24.1	3.4	37.9	35.1	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	22	100	10	60	30	95	84.7	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	211	100	45.8	46.4	7.8	69.3	65.2	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	204	99.5	39.6	49.7	10.7	60.4	58.6	67.5
Gender								
Male	101	99	41.9	47.3	10.8	58.1	57.7	67
Female	103	100	37.2	52.1	10.6	62.8	59.5	68
Racial/Ethnic Group								
White	90	98.9	27.5	57.5	15	72.5	72.5	79.5
African American	93	100	52.3	41.9	5.8	47.7	48	50.3
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	76.5	84.3
Hispanic	9	I/S	I/S	I/S	I/S	I/S	59.5	60.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	60	71.2
Disability Status								
Disabled	20	100	76.5	17.6	5.9	23.5	22.3	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	19	100	26.3	57.9	15.8	73.7	68.1	59.6
Socio-Economic Status								
Subsided meals	143	100	47.7	45.5	6.8	52.3	52.9	55.1

Social Studies								
All Students	202	99.5	22.8	57.6	19.6	77.2	66.9	72.3
Gender								
Male	106	99.1	23.2	55.8	21.1	76.8	65.5	71.5
Female	96	100	22.5	59.6	18	77.5	68.3	73.2
Racial/Ethnic Group								
White	103	100	17.4	52.2	30.4	82.6	74.5	80.7
African American	86	98.8	32.9	63.3	3.8	67.1	59.8	60
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	100	88.5
Hispanic	7	I/S	I/S	I/S	I/S	I/S	76.5	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	75	72.2
Disability Status								
Disabled	25	100	61.9	33.3	4.8	38.1	37.7	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	11	100	N/AV	N/AV	N/AV	100	78.4	67.9
Socio-Economic Status								
Subsided meals	135	99.3	29.3	56.1	14.6	70.7	62.4	62.1

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	303	99.7	35.6	42	22.4	64.4	55.6	70.2	95.6	95.3
Gender										
Male	153	100	42.7	42	15.4	57.3	46.8	63.2	95.4	94.9
Female	150	99.3	28.3	42	29.7	71.7	64.3	77.5	95.8	95.7
Racial/Ethnic Group										
White	143	100	24.2	43.9	31.8	75.8	67.1	79.1	94.9	94.6
African American	134	99.3	47.6	40.5	11.9	52.4	46.5	57.6	96.4	95.8
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	81.5	86.2	96.3	96.4
Hispanic	12	100	45.5	36.4	18.2	54.5	48.1	62.6	94.4	95.4
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	67.9	68.7	86	92.3
Disability Status										
Disabled	36	100	78.8	15.2	6.1	21.2	16.8	26.1	94.7	94.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	96.4	96.1
English Proficiency										
Limited English Proficient	22	100	30	40	30	70	57.6	61.2	95.9	96.3
Socio-Economic Status										
Subsidized meals	208	99.5	45.8	40.1	14.1	54.2	49.8	58.9	95.2	95.1

Abbreviations for Missing Data

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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							
2009	3	95	100	34.1	31.8	34.1	65.9
	4	99	100	35.2	48.4	16.5	64.8
	5	113	100	25	49	26	75
	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							
2009	3	95	100	41.2	50.6	8.2	58.8
	4	99	100	33	50.5	16.5	67
	5	113	100	37.5	52.9	9.6	62.5
	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
Science							
2009	3	49	100	59.1	27.3	13.6	40.9
	4	99	100	33	56	11	67
	5	56	98.2	34.6	57.7	7.7	65.4
	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
Social Studies							
2009	3	46	100	19	59.5	21.4	81
	4	99	100	19.8	64.8	15.4	80.2
	5	57	98.3	31.4	43.1	25.5	68.6
	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							
2009	3	96	100	43.5	32.9	23.5	56.5
	4	95	100	29.3	51.1	19.6	70.7
	5	112	99.1	34.6	41.3	24	65.4
	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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