



Forest Circle Middle

500 Forest Circle
Walterboro, SC 29488

Grades	6-8 Middle School	
Enrollment	674 Students	
Principal	Scott Mathews	843-549-2361
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	Below Average	Below Average
2008	At-Risk	Below Average
2007	At-Risk	Below Average
2006	At-Risk	At-Risk
2005	Below 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

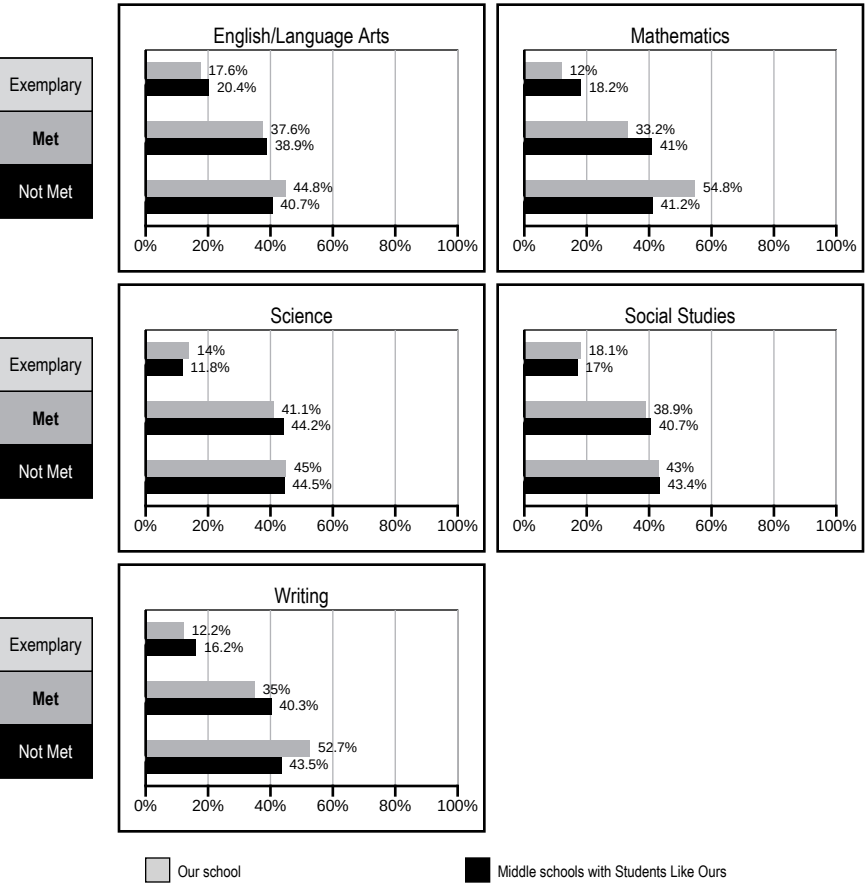
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 95%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	22	19	4

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

Palmetto Assessment of State Standards (PASS)



* 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

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

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	60.0%	91.3%
English 1	33.3%	89.8%
Physical Science	N/A	92.2%
US History and the Constitution	N/A	N/A
All Subjects	50.0%	91.0%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=674)				
Students enrolled in high school credit courses (grades 7 & 8)	28.2%	Up from 15.1%	15.8%	21.6%
Retention rate	5.4%	Up from 4.8%	1.8%	1.2%
Attendance rate	94.4%	Up from 93.8%	95.3%	95.9%
Eligible for gifted and talented	11.2%	Down from 12.6%	9.6%	14.8%
With disabilities other than speech	13.3%	Up from 12.4%	15.2%	12.6%
Older than usual for grade	11.0%	Down from 12.3%	4.2%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.4%	Down from 0.6%	0.6%	0.6%
Annual dropout rate	1.6%	Up from 0.8%	0.0%	0.0%
Teachers (n=34)				
Teachers with advanced degrees	26.5%	Down from 38.9%	56.3%	56.9%
Continuing contract teachers	67.6%	Up from 44.4%	66.7%	72.7%
Teachers with emergency or provisional certificates	24.1%	Down from 33.3%	9.7%	5.3%
Teachers returning from previous year	73.7%	Up from 69.7%	81.4%	82.9%
Teacher attendance rate	94.8%	Up from 94.0%	95.2%	95.2%
Average teacher salary*	\$41,686	Up 2.2%	\$46,051	\$46,599
Professional development days/teacher	14.6 days	Down from 19.0 days	10.3 days	10.8 days
School				
Principal's years at school	3.0	Up from 2.0	3.0	3.0
Student-teacher ratio in core subjects	25.1 to 1	Up from 23.7 to 1	19.3 to 1	20.1 to 1
Prime instructional time	87.7%	Up from 84.6%	89.6%	89.9%
Opportunities in the arts	Good	Down from Excellent	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	92.5%	Down from 95.0%	97.0%	97.8%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil**	\$5,987	Up 2.0%	\$8,169	\$7,645
Percent of expenditures for instruction**	62.2%	Down from 65.4%	62.7%	63.4%
Percent of expenditures for teacher salaries**	55.2%	Down from 59.3%	55.6%	57.0%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Forest Circle Middle School continues to be on a path of continuous improvement. Administrators, teachers, students, parents, and community members are working together to develop new ideas and strategies for increased student achievement and to improve the overall school environment. Our teachers and administrators have increased staff development opportunities and continue to focus on analyzing data to drive instruction.

Our report card data, MAP data, and benchmark test data continue to show improvements in math, science, social studies, and ELA. During the 2008-2009 school year, our students, teachers, and school leadership team have been focused on developing and implementing our Focused School Renewal Plan (FSRP). All of the goals stated in our FSRP have been met.

Forest Circle Middle School has purchased much-needed technology and educational resources. Consequently, this has helped our faculty enhance and implement new teaching strategies. Smartboards have been installed in all academic classrooms, and our teachers have received several levels of Smartboard training. Our school leadership team and teachers are analyzing student data weekly to determine specific needs to improve student achievement. We also continue to encourage students to read by conducting an Accelerated Reading program daily. Our teachers have worked hard to improve parent communication by increasing the number of parent conferences, e-mails, and phone calls to parents about grades and discipline. Forest Circle Middle School continues to implement a Behavior Intervention Class (BIC) to help reduce the number of student discipline referrals.

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

	Teachers	Students*	Parents*
Number of surveys returned	35	169	90
Percent satisfied with learning environment	91.4%	64.1%	73.9%
Percent satisfied with social and physical environment	94.3%	73.5%	64.8%
Percent satisfied with school-home relations	52.9%	76.5%	62.5%

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

Abbreviations for Missing Data

School Adequate Yearly Progress

N

This school met 16 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

R

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	30.2%	0.0%	No
Student attendance rate	94.4%	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	640	99.5	44.4	37.9	17.7	65.7	74.8	82.8	Yes	Yes
Gender										
Male	318	99.4	51.9	32.8	15.4	59.4	69.7	79.3	N/A	N/A
Female	322	99.7	37.2	42.9	19.9	71.8	79.9	86.5	N/A	N/A
Racial/Ethnic Group										
White	283	99.3	34.6	41	24.4	72.2	82.3	89.5	Yes	Yes
African American	326	99.7	55.7	33.7	10.7	58	68.6	73.7	No	Yes
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	100	92.3	I/S	I/S
Hispanic	11	100	I/S	I/S	I/S	I/S	69.2	76.5	I/S	I/S
American Indian/Alaskan	8	I/S	I/S	I/S	I/S	I/S	82.1	82.5	I/S	I/S
Disability Status										
Disabled	100	98	80.2	14	5.8	27.9	34.5	52	No	Yes
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	11	100	I/S	I/S	I/S	I/S	76.3	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	476	99.6	51	36.6	12.4	60.2	71.3	75.5	Yes	Yes

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

All Students	640	99.4	54.6	33.4	12	59.5	69	78.9	Yes	Yes
Gender										
Male	318	99.1	61.6	25.3	13	51.4	66.6	77	N/A	N/A
Female	322	99.7	47.8	41.2	11	67.4	71.5	80.9	N/A	N/A
Racial/Ethnic Group										
White	283	98.9	44.2	37.4	18.5	67.5	77.8	87.2	Yes	Yes
African American	326	99.7	66	29.3	4.7	50.7	61.4	66.7	No	Yes
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	96.3	93	I/S	I/S
Hispanic	11	100	I/S	I/S	I/S	I/S	80.8	76	I/S	I/S
American Indian/Alaskan	8	I/S	I/S	I/S	I/S	I/S	64.3	79.5	I/S	I/S
Disability Status										
Disabled	100	97	82.4	15.3	2.4	29.4	35.1	45.5	No	Yes
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	11	100	I/S	I/S	I/S	I/S	84.7	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	476	99.4	60.6	31.2	8.3	54.6	65.2	70.2	No	Yes

* 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

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	418	99.8	44.8	41.2	14	55.2	58.6	67.5
Gender								
Male	215	99.5	48.2	36.5	15.2	51.8	57.7	67
Female	203	100	41.3	46	12.7	58.7	59.5	68
Racial/Ethnic Group								
White	182	100	33.1	43	23.8	66.9	72.5	79.5
African American	217	99.5	56.9	38.1	5.1	43.1	48	50.3
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	76.5	84.3
Hispanic	8	I/S	I/S	I/S	I/S	I/S	59.5	60.7
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	60	71.2
Disability Status								
Disabled	61	98.4	N/AV	N/AV	N/AV	11.5	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	8	I/S	I/S	I/S	I/S	I/S	68.1	59.6
Socio-Economic Status								
Subsided meals	313	99.7	51.6	39.6	8.8	48.4	52.9	55.1

Social Studies

All Students	420	99.8	42.9	39	18.1	57.1	66.9	72.3
Gender								
Male	214	99.5	47.7	31.7	20.6	52.3	65.5	71.5
Female	206	100	37.8	46.6	15.5	62.2	68.3	73.2
Racial/Ethnic Group								
White	193	100	41.3	34.8	23.9	58.7	74.5	80.7
African American	208	99.5	47.4	40.5	12.1	52.6	59.8	60
Asian/Pacific Islander	7	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	4	I/S	I/S	I/S	I/S	I/S	75	72.2
Disability Status								
Disabled	66	98.5	76.3	15.3	8.5	23.7	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	9	I/S	I/S	I/S	I/S	I/S	78.4	67.9
Socio-Economic Status								
Subsided meals	309	99.7	49.1	39.6	11.2	50.9	62.4	62.1

Abbreviations for Missing Data

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

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	643	98.9	52.4	35.3	12.3	47.6	55.6	70.2	94.4	95.3
Gender										
Male	322	98.8	63.9	25.8	10.4	36.1	46.8	63.2	93.5	94.9
Female	321	99.1	41.1	44.7	14.2	58.9	64.3	77.5	95.2	95.7
Racial/Ethnic Group										
White	284	98.6	43.3	38.5	18.1	56.7	67.1	79.1	93.7	94.6
African American	328	99.1	62	32.3	5.6	38	46.5	57.6	94.8	95.8
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	81.5	86.2	97.9	96.4
Hispanic	11	100	I/S	I/S	I/S	I/S	48.1	62.6	96.7	95.4
American Indian/Alaskan	8	I/S	I/S	I/S	I/S	I/S	67.9	68.7	91.8	92.3
Disability Status										
Disabled	92	97.8	90.2	4.9	4.9	9.8	16.8	26.1	93.5	94.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	93.6	96.1
English Proficiency										
Limited English Proficient	11	100	I/S	I/S	I/S	I/S	57.6	61.2	98.4	96.3
Socio-Economic Status										
Subsidized meals	475	99.2	60.8	31.5	7.7	39.2	49.8	58.9	94.1	95.1

Abbreviations for Missing Data

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

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	227	99.1	46	38.5	15.5	54
	7	200	99.5	46.4	33.3	20.2	53.6
	8	213	100	40.9	41.4	17.7	59.1
Mathematics							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	227	98.7	54.7	35.4	9.9	45.3
	7	200	99.5	48.1	35	16.9	51.9
	8	213	100	60.6	29.8	9.6	39.4
Science							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	112	100	48.6	41.9	9.5	51.4
	7	200	99.5	43.5	37	19.6	56.5
	8	106	100	43.3	48.5	8.2	56.7
Social Studies							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	113	100	30.6	59.3	10.2	69.4
	7	200	99.5	57.9	28.4	13.7	42.1
	8	107	100	28.7	36.6	34.7	71.3
Writing							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	229	98.7	56.9	34.3	8.8	43.1
	7	204	100	58	29.8	12.2	42
	8	210	98.1	42.1	41.6	16.2	57.9

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample