



FOREST HEIGHTS ELEMENTARY

2500 Blue Ridge Terrace
Columbia, South Carolina

Grades	PK-5 Elementary School	
Enrollment	462 Students	
Principal	Dr. Frank Robinson	803-691-3780
Superintendent	Dr. Percy A. Mack	803-231-7500
Board Chair	Dwayne Smiling	803-231-7556

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Below Average	Average
2010	Below Average	Average
2009	Below Average	Average
2008	At-Risk	At-Risk
2007	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 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.

<http://ed.sc.gov>
<http://eoc.sc.gov>

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

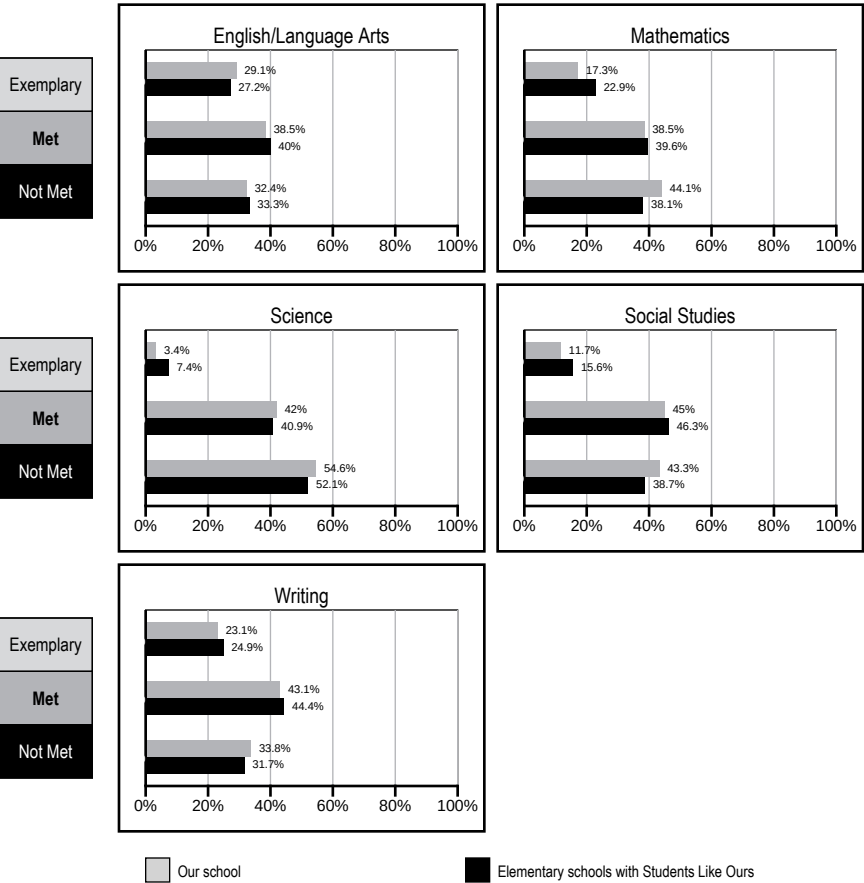
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 98.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	9	106	54	23

* Ratings are calculated with data available by 11/09/2011.

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=462)				
First graders who attended full-day kindergarten	100.0%	Up from 95.9%	100.0%	100.0%
Retention rate	0.7%	Down from 1.2%	1.5%	1.1%
Attendance rate	94.6%	Down from 95.1%	96.0%	96.2%
Served by gifted and talented program	4.6%	Down from 5.8%	5.8%	13.4%
With disabilities other than speech	5.7%	Down from 11.0%	4.3%	4.1%
Older than usual for grade	1.0%	Up from 0.6%	0.6%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=31)				
Teachers with advanced degrees	64.5%	Down from 73.5%	61.9%	62.5%
Continuing contract teachers	67.7%	Up from 58.8%	82.9%	88.2%
Teachers returning from previous year	90.3%	Up from 80.9%	85.1%	87.8%
Teacher attendance rate	92.8%	Down from 94.6%	95.1%	95.2%
Average teacher salary*	\$47,621	Down 0.2%	\$45,168	\$46,773
Professional development days/teacher	11.5 days	Down from 12.1 days	10.6 days	10.5 days
School				
Principal's years at school	4.0	Up from 2.0	3.3	4.0
Student-teacher ratio in core subjects	17.5 to 1	Down from 18.3 to 1	17.6 to 1	19.9 to 1
Prime instructional time	87.0%	Down from 89.2%	90.0%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.7%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,247	Up 1.4%	\$8,314	\$7,447
Percent of expenditures for instruction**	80.0%	Up from 77.3%	67.8%	68.4%
Percent of expenditures for teacher salaries**	73.5%	Up from 71.3%	64.2%	65.8%

* 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 Heights Elementary School has continued to focus on providing a quality education for all students. We celebrated making academic progress as measured by standardized test scores. The faculty and staff of Forest Heights have made a concerted effort to ensure a positive environment for all students. Our students have participated in many enrichment activities by partnering with the community through the utilization of the school's modified calendar. Richland School District One's Literacy Initiative provided a focus to support, enhance, and extend instruction.

Standardized test data indicated a need to focus on the development of core skills. Consistent, sustained professional development on the use of data and differentiation was held throughout the school year. Project based learning was used in ELA, Math, Science and Social Studies to offer more authentic content experiences for students. Students responded positively to the increased assessment choices which should assist in making the transition to the Common Cores Standards. The District's Balanced Literacy Framework was used for daily ELA instruction. Interventions (including SIPPS and flexible small group instruction) were offered to assist students that were identified as having difficulty with the academic program. The SIPPS program helps students with the prerequisites for developing reading fluency and comprehension. Continued training was provided for the Empowering Writers process that will be used to support student writing skills.

The District funded Math Interventionist provided small group instruction for grade 3-5 students that struggled with numeracy and other mathematical concepts. To create increased student excitement in math, a friendly competition was held each week to see which class would claim the 'Golden Math' trophy. The trophy resided in the class that earned the highest weekly math scores. The school's news show also encouraged positive attitudes towards Math by broadcasting school created math songs which allowed students to showcase their talents.

Community outreach has remained a cornerstone of the Forest Heights program. The school continued to offer academic skills based sessions for parents to increase their capacity to assist their students. Faith-based forums were held throughout the year to strengthen the bond between the school and our faith-based partners resulting in a speakers bureau that will help share our academic expectations throughout the community and assist parents in supporting their children. Family Fitness nights were held this school year to celebrate the Fresh Fruits and Vegetables Grant which supplied fresh fruits and vegetables weekly to the students. Families participated in healthy food preparation sessions, Zumba classes and Yoga sessions in support of healthier lifestyles. Our chorus was featured on the National Association for Music Education World's Largest Concert DVD. Forest Heights collaborated with the Keenan High School Robo-Raiders on the after-school Robotics Club. Members of the robotics club were selected for NASA's Student Symposium. FHES staff collaboration regarding positive school culture was showcased at National School Board Association session and SC EdTech.

Forest Heights will continue to do our "Personal Best, Everyday, Everyway".

P. Cain, SIC Officer
Dr. F. Robinson, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	33	60	24
Percent satisfied with learning environment	78.1%	75.0%	81.0%
Percent satisfied with social and physical environment	90.9%	90.0%	73.9%
Percent satisfied with school-home relations	53.1%	83.1%	70.8%

* 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

No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 15 out of 15 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	
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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	0.9%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.1%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	94.6%	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 = 79.4% (Met or Exemplary)

All Students	212	100	32.4	38.5	29.1	84.9	78.3	82.4	Yes	Yes
Gender										
Male	98	100	37.3	43.4	19.3	75.9	74.3	78.7	N/A	N/A
Female	114	100	28.1	34.4	37.5	92.7	82.3	86.2	N/A	N/A
Racial/Ethnic Group										
White	8	I/S	I/S	I/S	I/S	I/S	92.8	88.9	I/S	I/S
African American	201	100	33.9	39.2	26.9	84.2	74.2	72.9	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	89.4	93	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	83.9	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	86.4	83	I/S	I/S
Disability Status										
Disabled	43	100	74.3	22.9	2.9	51.4	45.7	48.1	I/S	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	79.5	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	160	100	33.3	36.9	29.8	85.1	73.5	75.4	Yes	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	212	100	44.1	38.5	17.3	71.5	75.1	81.9	Yes	Yes
Gender										
Male	98	100	47	30.1	22.9	71.1	73.5	79.9	N/A	N/A
Female	114	100	41.7	45.8	12.5	71.9	76.8	84.1	N/A	N/A
Racial/Ethnic Group										
White	8	I/S	I/S	I/S	I/S	I/S	92.1	88.9	I/S	I/S
African American	201	100	45.6	39.2	15.2	70.2	70.3	71.4	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	93.3	94.6	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	82.1	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	81.8	84.4	I/S	I/S
Disability Status										
Disabled	43	100	80	14.3	5.7	42.9	40.4	47.3	I/S	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	84	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	160	100	44	40.4	15.6	72.3	69.8	74.9	Yes	Yes

* Adjusted to account for natural variation in performance.

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	143	100	54.6	42	3.4	45.4	58.7	68.6
Gender								
Male	71	100	50.8	44.1	5.1	49.2	58.2	68.3
Female	72	100	58.3	40	1.7	41.7	59.2	68.9
Racial/Ethnic Group								
White	6	I/S	I/S	I/S	I/S	I/S	87.8	80.7
African American	134	100	56.3	42	1.8	43.8	51	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	70.1	85.3
Hispanic	3	I/S	I/S	I/S	I/S	I/S	63.2	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	75	70.8
Disability Status								
Disabled	36	100	N/AV	N/AV	N/AV	16.7	29.7	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	54.3	60.7
Socio-Economic Status								
Subsidized meals	107	100	53.8	41.9	4.3	46.2	50.1	57.3

Social Studies

All Students	140	100	43.3	45	11.7	56.7	64.7	72.5
Gender								
Male	59	100	35.3	51	13.7	64.7	63.6	72
Female	81	100	49.3	40.6	10.1	50.7	65.8	73.1
Racial/Ethnic Group								
White	5	I/S	I/S	I/S	I/S	I/S	88.4	81
African American	135	100	44.4	45.3	10.3	55.6	58.3	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	73.3	89
Hispanic	N/A	N/AV	I/S	I/S	I/S	I/S	71	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	73.7	73.5
Disability Status								
Disabled	28	100	N/AV	N/AV	N/AV	31.8	33.1	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	N/A	N/AV	I/S	I/S	I/S	I/S	65.7	69.7
Socio-Economic Status								
Subsidized meals	109	100	43.2	45.3	11.6	56.8	56.8	62.9

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	School Attendance Rate	District Attendance Rate
Writing										
All Students	75	100	33.8	43.1	23.1	66.2	66.5	73.2	94.6	96.1
Gender										
Male	37	100	40.6	43.8	15.6	59.4	62	67.2	94.2	95.9
Female	38	100	27.3	42.4	30.3	72.7	71.2	79.4	94.9	96.3
Racial/Ethnic Group										
White	2	I/S	I/S	I/S	I/S	I/S	87.8	81.5	93.9	96.2
African American	72	100	34.9	44.4	20.6	65.1	60.7	61.3	94.7	96.1
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	87	92.3	96.5
Hispanic	1	I/S	I/S	I/S	I/S	I/S	74.8	66.7	93.2	95.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	94.5
Disability Status										
Disabled	15	100	N/AV	N/AV	N/AV	14.3	23.7	26	94.2	95.1
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	66.2	65.7	94.2	95.9
Socio-Economic Status										
Subsidized meals	55	100	29.4	45.1	25.5	70.6	59.1	63.2	94.7	95.9

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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							
2010	3	64	95.3	37	25.9	37	63
	4	77	96.1	43.3	32.8	23.9	56.7
	5	80	100	25	47.1	27.9	75
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	68	100	25	41.1	33.9	75
	4	71	100	35	36.7	28.3	65
	5	73	100	36.5	38.1	25.4	63.5
	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
Mathematics							
2010	3	64	100	64.8	22.2	13	35.2
	4	77	100	38.8	41.8	19.4	61.2
	5	80	100	38.2	48.5	13.2	61.8
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	68	100	51.8	35.7	12.5	48.2
	4	71	100	40	41.7	18.3	60
	5	73	100	41.3	38.1	20.6	58.7
	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							
2010	3	30	100	58.3	33.3	8.3	41.7
	4	77	100	46.3	47.8	6	53.7
	5	42	100	44.4	47.2	8.3	55.6
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	36	100	N/AV	N/AV	N/AV	51.7
	4	71	100	58.3	36.7	5	41.7
	5	36	100	53.3	43.3	3.3	46.7
	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

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
Social Studies							
2010	3	34	100	50	33.3	16.7	50
	4	77	100	38.8	52.2	9	61.2
	5	38	100	50	43.8	6.3	50
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	32	100	N/AV	N/AV	N/AV	48.1
	4	71	100	38.3	51.7	10	61.7
	5	37	100	45.5	30.3	24.2	54.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	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							
2010	3	64	100	50	26.8	23.2	50
	4	78	98.7	43.3	31.3	25.4	56.7
	5	78	100	23.2	43.5	33.3	76.8
	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
2011	8	N/A	N/AV	N/A	N/A	N/A	N/A
	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	75	100	33.8	43.1	23.1	66.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	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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