



Forest Hills Elementary

633 Hiers Corner Road
Walterboro, SC 29488

| | | |
|-----------------------|-----------------------|--------------|
| Grades | 1-5 Elementary School | |
| Enrollment | 712 Students | |
| Principal | Cindy S. Riley | 843-782-4512 |
| Superintendent | Mrs. Leila Williams | 843-782-4510 |
| Board Chair | Mr. John Barnes | 843-538-7409 |

THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

| YEAR | ABSOLUTE RATING | GROWTH RATING |
|-------------|-----------------|----------------------|
| 2013 | Average | Below Average |
| 2012 | Average | Average |
| 2011 | Average | Average |
| 2010 | Average | Good |
| 2009 | Average | Average |

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://www.eoc.sc.gov>

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

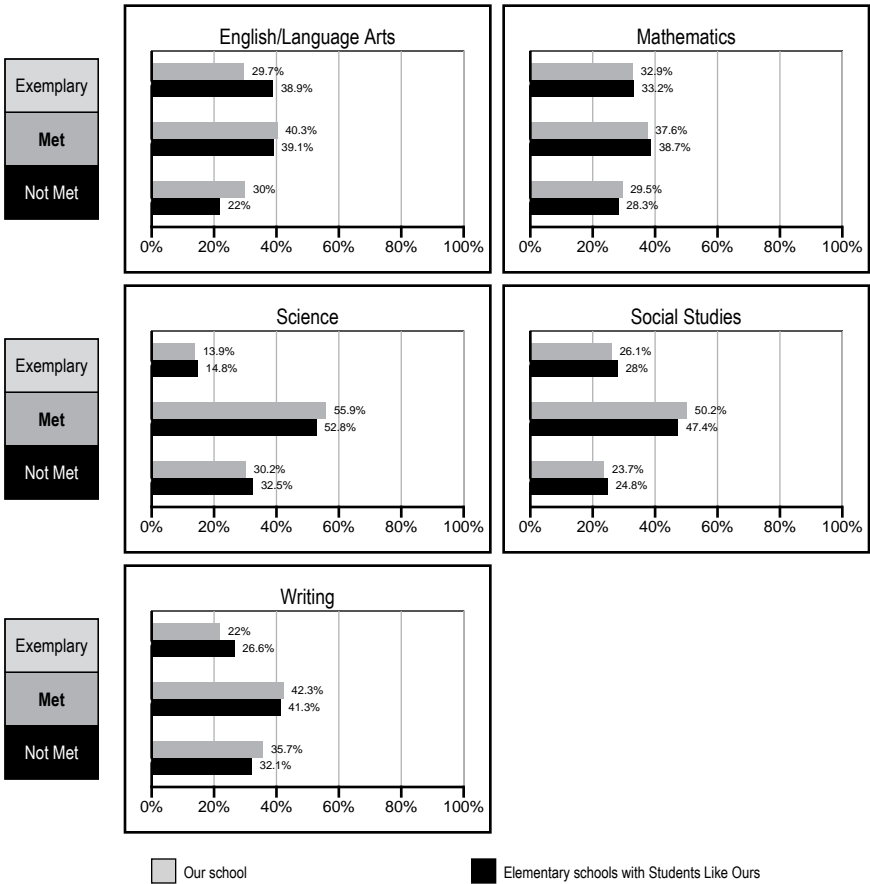
Percent of students tested in 2012-13 whose 2011-12 test scores were located | 96.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 14 | 28 | 88 | 6 | 1 |

* Ratings are calculated with data available by 12/14/2013.

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=712) | | | | |
| First graders who attended full-day kindergarten | 100.0% | Up from 93.1% | 100.0% | 100.0% |
| Retention rate | 0.1% | Down from 0.4% | 1.1% | 0.9% |
| Attendance rate | 96.1% | Down from 96.6% | 96.0% | 96.3% |
| Served by gifted and talented program | 9.0% | N/A | 5.9% | 7.2% |
| With disabilities | 18.1% | N/A | 14.0% | 12.4% |
| Older than usual for grade | 2.1% | N/A | 2.4% | 1.9% |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.1% | Up from 0.0% | 0.0% | 0.0% |
| Teachers (n=42) | | | | |
| Teachers with advanced degrees | 38.1% | Up from 34.9% | 61.4% | 62.5% |
| Continuing contract teachers | 78.6% | Up from 76.7% | 83.8% | 83.3% |
| Teachers returning from previous year | 87.7% | Up from 86.2% | 88.5% | 88.3% |
| Teacher attendance rate | 94.1% | Up from 94.0% | 94.7% | 95.0% |
| Average teacher salary* | \$42,614 | Up 1.4% | \$47,888 | \$48,193 |
| Professional development days/teacher | 7.8 days | Down from 9.4 days | 11.4 days | 11.0 days |
| School | | | | |
| Principal's years at school | 6.0 | Up from 5.0 | 4.0 | 4.0 |
| Student-teacher ratio in core subjects | 18.3 to 1 | Up from 16.3 to 1 | 19.9 to 1 | 20.1 to 1 |
| Prime instructional time | 89.4% | Down from 89.9% | 89.6% | 90.0% |
| 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 | Good | No Change | Excellent | Excellent |
| Dollars spent per pupil** | \$4,887 | Down 7.7% | \$7,384 | \$7,364 |
| Percent of expenditures for instruction** | 75.0% | Up from 73.3% | 68.0% | 68.0% |
| Percent of expenditures for teacher salaries** | 74.0% | Up from 72.8% | 65.0% | 66.0% |

* 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 717 students includes a diverse population of students. Our students, faculty and staff have worked diligently once again to make the current school year a great success.

Positive Behavior Intervention and Support (PBIS) was continued school-wide. NWEA's Measures of Academic Progress (MAP) test data was analyzed to drive our instruction and meet the needs of all of our students. Several of our teachers Looped with their students to the next grade to increase student achievement. Students, faculty, and staff participated in various community outreach events such as: Pennies for Patients, Relay for Life, Food Drive in conjunction with Lowcountry Hospice to support food pantries at local churches, and Jump Rope for Heart.

Technology in the classroom continued through the use of SMART Boards for our entire first through fifth grade teachers by engaging students in active learning. Smart Document cameras continued to be used by our teachers. A math remediation period was held each morning for 30 minutes for every student in our school to work on math skills. Differentiated instruction was provided through small, flexible groups and provided intervention and instruction based on students' MAP scores (Measure of Academic Progress). Our teachers worked diligently 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 school where positive attitudes are working together for success!

Cindy S. Riley, Principal
Jill Cox, SIC Chairman

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|-----------------|------------------|-----------------|
| Number of surveys returned | N/A | 116 | 61 |
| Percent satisfied with learning environment | N/A | 90.5% | 96.7% |
| Percent satisfied with social and physical environment | N/A | 94.1% | 93.6% |
| Percent satisfied with school-home relations | N/A | 85.6% | 90.4% |

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

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ESEA/Federal Accountability Rating System

In July 2013, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/eSEA/> or request this information from your child's district or school.

| | |
|--------------------------------------|-------------|
| Overall Weighted Points Total | 73.4 |
| Overall Grade Conversion | C |

| Index Score | Grade | Description |
|--------------|-------|---|
| 90-100 | A | Performance substantially exceeds the state's expectations. |
| 80-89.9 | B | Performance exceeds the state's expectations. |
| 70-79.9 | C | Performance meets the state's expectations. |
| 60-69.9 | D | Performance does not meet the state's expectations. |
| Less than 60 | F | Performance is substantially below the state's expectations |

Accountability Indicator for Title I Schools

Forest Hills Elementary school has been designated as a:

- Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- Title I Priority School – one of the 5% lowest performing Title I schools.
- Title I School – does not qualify as Reward, Focus or Priority School.
- Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

| | Our District | State |
|---|---------------------|--------------|
| Classes in low poverty schools not taught by highly qualified teachers | 0.0% | 2.3% |
| Classes in high poverty schools not taught by highly qualified teachers | 5.9% | 4.9% |

| | Our School | State Objective | Met State Objective |
|---|-------------------|------------------------|----------------------------|
| Classes not taught by highly qualified teachers | 3.5% | 0.0% | No |
| Student attendance rate | 96.1% | 94.0%* | Yes |

* Or greater than last year

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Performance By Group

| Subgroups | ELA Mean | Math Mean | Science Mean | Social Studies Mean | ELA % Tested | Math % Tested |
|-----------------------------------|----------|-----------|--------------|---------------------|--------------|---------------|
| Grades 3-5 | | | | | | |
| All Students | 647.6 | 643.5 | 620.3 | 637.2 | 99.5 | 99.8 |
| Male | 647.7 | 647.3 | 624.9 | 642.8 | 99.5 | 100.0 |
| Female | 647.5 | 639.9 | 615.9 | 631.3 | 99.5 | 99.5 |
| White | 664.2 | 661.0 | 643.5 | 646.7 | 99.5 | 100.0 |
| African American | 631.3 | 624.8 | 599.7 | 626.5 | 99.5 | 99.5 |
| Asian/Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A |
| Hispanic | N/A | N/A | N/A | N/A | N/A | N/A |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A |
| Disabled | 605.4 | 601.0 | 583.9 | 607.5 | 98.4 | 100.0 |
| Limited English Proficient | N/A | N/A | N/A | N/A | N/A | N/A |
| Subsidized meals | 640.1 | 635.6 | 612.5 | 632.1 | 99.7 | 99.7 |
| Annual Measurable Objective (AMO) | 635.0 | 635.0 | 635.0 | 635.0 | 95.0 | 95.0 |

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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 | | | | | | | |
| 2012 | 3 | 129 | 100 | 28 | 29.6 | 42.4 | 72 |
| | 4 | 150 | 100 | 19.7 | 41.5 | 38.7 | 80.3 |
| | 5 | 158 | 100 | 23.8 | 48.3 | 27.8 | 76.2 |
| | 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 |
| 2013 | 3 | 142 | 99.3 | 32.1 | 28.4 | 39.6 | 67.9 |
| | 4 | 118 | 99.2 | 33.3 | 38 | 28.7 | 66.7 |
| | 5 | 158 | 100 | 25.2 | 51 | 23.8 | 74.8 |
| | 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 |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| Mathematics | | | | | | | |
| 2012 | 3 | 129 | 100 | 29.6 | 29.6 | 40.8 | 70.4 |
| | 4 | 150 | 100 | 17.6 | 38 | 44.4 | 82.4 |
| | 5 | 158 | 100 | 30.5 | 43.7 | 25.8 | 69.5 |
| | 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 |
| 2013 | 3 | 142 | 100 | 44.4 | 22.2 | 33.3 | 55.6 |
| | 4 | 118 | 99.2 | 23.1 | 40.7 | 36.1 | 76.9 |
| | 5 | 158 | 100 | 21.2 | 47 | 31.8 | 78.8 |
| | 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 |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| Science | | | | | | | |
| 2012 | 3 | 64 | 100 | 40.6 | 35.9 | 23.4 | 59.4 |
| | 4 | 150 | 100 | 16.8 | 65.7 | 17.5 | 83.2 |
| | 5 | 82 | 100 | 28.2 | 46.2 | 25.6 | 71.8 |
| | 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 |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| 2013 | 3 | 74 | 98.7 | 43.5 | 46.4 | 10.1 | 56.5 |
| | 4 | 118 | 99.2 | 28.7 | 54.6 | 16.7 | 71.3 |
| | 5 | 81 | 100 | 21.8 | 60.3 | 17.9 | 78.2 |
| | 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

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 |
|-----------------------|-------|-------------------------------|----------|-----------|-------|-------------|--------------------|
| Social Studies | | | | | | | |
| 2012 | 3 | 66 | 98.5 | 27.4 | 41.9 | 30.6 | 72.6 |
| | 4 | 150 | 100 | 9.1 | 50.3 | 40.6 | 90.9 |
| | 5 | 76 | 100 | 35.6 | 47.9 | 16.4 | 64.4 |
| | 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 |
| 2013 | 3 | 71 | 100 | 26.5 | 51.5 | 22.1 | 73.5 |
| | 4 | 118 | 99.2 | 18.5 | 47.2 | 34.3 | 81.5 |
| | 5 | 77 | 100 | 31.5 | 49.3 | 19.2 | 68.5 |
| | 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 |
| Writing | | | | | | | |
| 2012 | 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 | 161 | 98.8 | 34.2 | 48.7 | 17.1 | 65.8 |
| | 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 |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| 2013 | 3 | 144 | 94.4 | 41.9 | 37.2 | 20.9 | 58.1 |
| | 4 | 117 | 96.6 | 43.4 | 41.5 | 15.1 | 56.6 |
| | 5 | 156 | 96.8 | 24.7 | 47.3 | 28.1 | 75.3 |
| | 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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