



Forest Heights Elementary

2500 Blue Ridge Terrace
Columbia, SC 29203

Grades	PK-5 Elementary School	
Enrollment	474 Students	
Principal	Dr. Frank Robinson	803-691-3780
Superintendent	Dr. Percy A. Mack	803-231-7500
Board Chair	Jamie Devine	803-231-7556

THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2013	Average	Excellent
2012	Below Average	Below Average
2011	Below Average	Average
2010	Below Average	Average
2009	Below 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

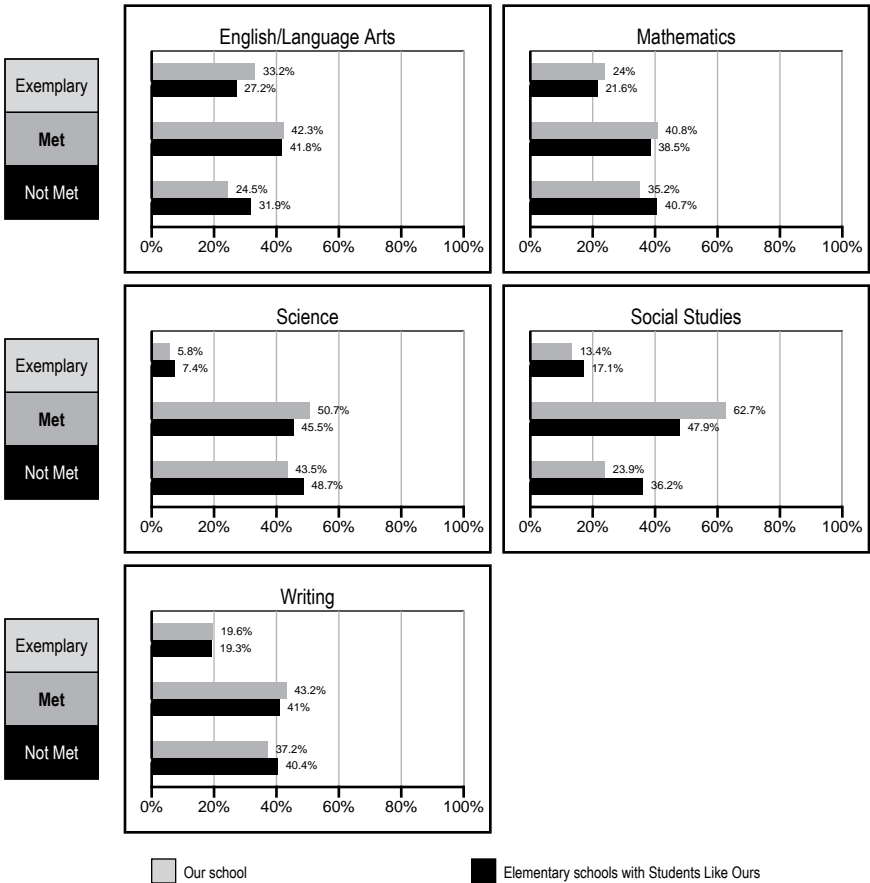
Percent of students tested in 2012-13 whose 2011-12 test scores were located | 97%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	10	84	43	15

* 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=474)				
First graders who attended full-day kindergarten	100.0%	Up from 97.5%	100.0%	100.0%
Retention rate	2.0%	Up from 1.1%	1.1%	0.9%
Attendance rate	94.9%	Down from 95.0%	95.9%	96.3%
Served by gifted and talented program	2.6%	N/A	2.6%	7.2%
With disabilities	14.2%	N/A	13.4%	12.4%
Older than usual for grade	2.2%	N/A	3.0%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=40)				
Teachers with advanced degrees	55.0%	Down from 60.0%	60.0%	62.5%
Continuing contract teachers	70.0%	Down from 80.0%	75.0%	83.3%
Teachers returning from previous year	90.0%	Up from 89.4%	84.8%	88.3%
Teacher attendance rate	93.5%	No Change	94.9%	95.0%
Average teacher salary*	\$47,853	Up 1.0%	\$46,110	\$48,193
Professional development days/teacher	10.2 days	Down from 11.6 days	10.4 days	11.0 days
School				
Principal's years at school	6.0	Up from 5.0	3.8	4.0
Student-teacher ratio in core subjects	19.4 to 1	Down from 20.1 to 1	17.7 to 1	20.1 to 1
Prime instructional time	88.3%	Up from 88.2%	89.6%	90.0%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	65.6%	Down from 100.0%	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$7,679	Up 1.7%	\$8,502	\$7,364
Percent of expenditures for instruction**	80.0%	Up from 78.0%	66.0%	68.0%
Percent of expenditures for teacher salaries**	75.0%	Up from 74.8%	64.0%	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 Heights Elementary is a Title I/ NASA Explorer School located in the Richland One School District. Our school operates on a modified calendar that offers intersessions in addition to the state mandated 180 school days. Intersession is open to all students and consists of experiences created to enrich/remediate our students based upon their academic needs. Forest Heights serves 540 students from pre-K to 5th grade. Our highly qualified staff includes five National Board Certified Teachers and more than 60% advanced degree teachers. The staff of Forest Heights participated in focused professional development to better make the transition to Common Core State Standards (CCSS).

The staff of Forest Heights Elementary collaborated to review student achievement data. Targeted interventions were devised based upon the data. Students that were not reading on grade level received Fountas and Pinell Leveled Literacy Intervention (LLI). Leveled Literacy Intervention uses leveled texts in a small group setting to build reading skills. District and Title I support allowed for additional interventionists to best meet the needs of our students. Literacy was also supported throughout the school through via the Accelerated Reader program. We were fortunate to have reading buddies from the University of South Carolina, Ben Lippen High School, Dreher High School and Fort Jackson. School-wide math initiatives were also implemented to increase the number of students scoring at or above grade level in math. Morning Math problems were utilized to target student deficiencies and strengthen mathematical competency. Students were required to work out the word problems and justify their answers. Weekly Morning Math assessments were given to assess student growth and the data shared with teachers to better tailor classroom instruction. The SuccessMaker program was also used school wide to better meet the needs of our students. Students worked for an hour a week in ELA and an hour a week in Math on the program. Consistent student growth was noted in SuccessMaker from the introduction of the program in October. Growth has also been noted based upon the three administrations of the Measures of Academic Progress (MAP) tests this year.

During the school year, our students, families and staff have participated in a variety of academic and community activities. Faith-based partners supported a Back to School Bash for all school age students in the area. Educational sessions, school supplies and food were available for those in attendance. Forest Heights hosted math and literacy based events for parents to become more familiar with the educational expectations of the school. Parents were given the opportunity to learn /practice the specific skill before working with their student at the event. Family Fitness Nights were held three times during the year to support the school's Healthy Living initiative in conjunction with the USDA Fresh Fruit & Vegetable Grant. Families were able to experience different ways to stay active while having fun.

We will continue to focus on providing a safe, challenging environment that prepares our students to be competitive global citizens.

P. Cain, SIC Chairperson
Frank Robinson, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	36	46	26
Percent satisfied with learning environment	66.7%	73.9%	73.1%
Percent satisfied with social and physical environment	77.8%	76.1%	83.3%
Percent satisfied with school-home relations	44.4%	71.8%	83.3%

* 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	92.3
Overall Grade Conversion	A

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 Heights 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	1.4%	2.3%
Classes in high poverty schools not taught by highly qualified teachers	1.8%	4.9%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	94.9%	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	648.3	631.6	604.8	622.0	99.6	100.0
Male	638.6	630.7	600.9	629.0	100.0	100.0
Female	656.7	632.4	608.4	615.8	99.2	100.0
White	N/A	N/A	N/A	N/A	N/A	N/A
African American	647.6	630.5	604.2	621.0	99.5	100.0
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	608.3	601.4	578.7	603.3	97.7	100.0
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	648.2	631.2	603.6	621.7	99.5	100.0
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	86	100	37.5	31.9	30.6	62.5
	4	65	100	39.7	43.1	17.2	60.3
	5	67	100	38.3	45	16.7	61.7
	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
2013	3	81	100	18.2	37.9	43.9	81.8
	4	84	100	31.6	39.5	28.9	68.4
	5	62	98.4	20.8	52.8	26.4	79.2
	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
Mathematics							
2012	3	86	100	65.3	25	9.7	34.7
	4	65	100	62.1	31	6.9	37.9
	5	67	100	55	35	10	45
	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	81	100	36.4	31.8	31.8	63.6
	4	84	100	31.6	48.7	19.7	68.4
	5	62	100	38.9	40.7	20.4	61.1
	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	42	100	73.5	23.5	2.9	26.5
	4	65	100	N/AV	N/AV	N/AV	55.2
	5	36	100	38.2	58.8	2.9	61.8
	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	42	100	55.9	41.2	2.9	44.1
	4	84	100	42.1	50	7.9	57.9
	5	33	100	32.1	64.3	3.6	67.9
	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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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2012	3	44	100	34.2	60.5	5.3	65.8
	4	65	100	36.2	58.6	5.2	63.8
	5	31	100	61.5	30.8	7.7	38.5
	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	39	100	25	59.4	15.6	75
	4	84	100	19.7	67.1	13.2	80.3
	5	29	100	34.6	53.8	11.5	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
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	66	100	41	41	18	59
	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	82	100	37.3	37.3	25.4	62.7
	4	85	100	37.2	48.7	14.1	62.8
	5	59	100	37	42.6	20.4	63
	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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