



Nevitt Forest Elementary

1401 Bolt Drive
Anderson, South Carolina

Grades	K-5 Elementary School	
Enrollment	424 Students	
Principal	Kelly Elrod	864-260-5190
Superintendent	Betty T. Bagley	864-260-5000
Board Chair	Dr. William Mack Burriss	864-224-6384

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Below Average	Good*
2007	Below Average	Below Average
2006	Below Average	Below Average
2005	Average	At-Risk
2004	Average	Average

* The School's 2008 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

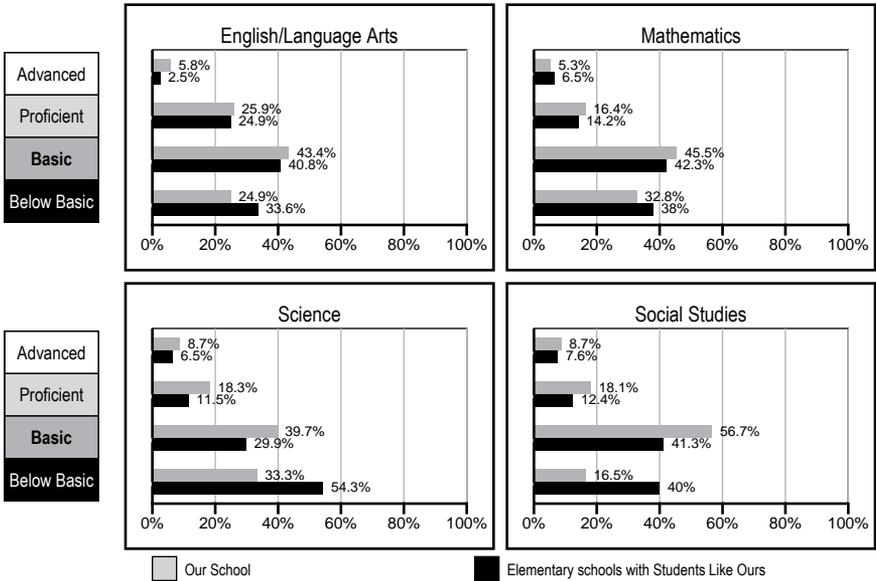
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 98.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	2	10	56	61

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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=424)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.9%	Down from 3.0%	3.1%	2.3%
Attendance rate	95.2%	Down from 95.4%	96.0%	96.3%
Eligible for gifted and talented	2.7%	Down from 2.8%	3.4%	10.4%
With disabilities other than speech	4.3%	Down from 5.0%	7.8%	7.5%
Older than usual for grade	0.0%	Down from 0.8%	1.3%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=46)				
Teachers with advanced degrees	34.8%	Up from 34.1%	54.3%	56.7%
Continuing contract teachers	67.4%	Up from 62.2%	69.6%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	82.1%	Up from 77.7%	83.1%	86.4%
Teacher attendance rate	96.4%	Up from 94.4%	95.0%	94.9%
Average teacher salary	\$40,638	Up 2.5%	\$43,988	\$45,345
Professional development days/teacher	11.3 days	Up from 10.9 days	13.4 days	12.6 days
School				
Principal's years at school	1.0	Down from 3.0	3.0	4.0
Student-teacher ratio in core subjects	11.6 to 1	Down from 13.2 to 1	16.6 to 1	18.5 to 1
Prime instructional time	90.8%	Up from 88.6%	89.3%	89.8%
Opportunities in the arts	Excellent	Up from Good	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.9%	Up from 97.4%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$8,481	Down 11.5%	\$8,115	\$7,052
Percent of expenditures for instruction*	70.2%	Up from 62.6%	68.8%	69.1%
Percent of expenditures for teacher salaries*	68.4%	Up from 54.8%	61.9%	64.2%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Nevitt Forest Elementary is a Title I school located two miles from the center of Anderson. Our school operates on a modified calendar and serves approximately 425 students in Kindergarten through Fifth grade.

In the school year 2007-2008, our literacy program was named as a Literacy Spot school by the Reading Recovery Council and the South Carolina State Department of Education. In addition, Nevitt Forest has received funding for AVID to be implemented in 4th and 5th grade for students who qualify and will be first generational college bound students. Two additional grants have been funded to provide students with fresh grown fruits and vegetables with connections to curriculum concepts across grade levels.

The faculty and staff of Nevitt Forest Elementary are committed to providing students with the tools they will need for successful school and real world applications. Quality instruction, continuous staff development, current technology, science kit training, and math investigations provide students with access to core knowledge and information. Each classroom contains a SMART board, ELMO, and LCD projector that teachers use regularly to enhance and enrich instruction. Through the use of innovative teaching strategies and best practice of standards-based instruction, our teachers ensure that students at Nevitt Forest have the opportunity to acquire the skills they will need to continue to strive to greater academic heights. Teachers are provided with common planning in which they work together to ensure rigorous instruction and that they are meeting the needs of all students.

Since our school operates on a modified calendar, students may attend school one week during our intersession period. Through the use of a 21st Century grant, we are able to offer an afterschool program at Nevitt and at a community church, Welfare Baptist Church. The focus of this program is to support students with additional assistance in Math and Reading. Each afternoon, students receive a healthy snack and instruction for at least 2 hours past their normal school day.

Our commitment to the whole child and the community we serve is evident everyday as we plan various ways that parents can come into our school and work with their children. This strong home/school connection is essential for the success of our students. PTO programs focus on Literacy, Science, Math, and community informational events. This year we held special programs which not only highlighted our school but also healthy initiatives and community resources.

The Nevitt Forest learning community is proud of how far we have come and the plans we have for the future. We realize that our student need additional support and we promote the quality education they deserve.

Kelly P. Elrod, Principal
Ron Moss, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	39	65	35
Percent satisfied with learning environment	94.7%	87.5%	77.1%
Percent satisfied with social and physical environment	92.3%	84.4%	79.4%
Percent satisfied with school-home relations	50.0%	90.6%	79.4%

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

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School Adequate Yearly Progress

NO

This school met 10 out of 13 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

Newly Identified

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. Sanction: Implement the restructuring plan.
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	1.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.2%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	208	98.6	24.2	44.1	25.8	5.9	40.9	55	48.2	Yes	Yes
Gender											
Male	116	97.4	29.8	46.2	21.2	2.9	36.5	48.5	41.7	N/A	N/A
Female	92	100	17.1	41.5	31.7	9.8	46.3	61.8	55	N/A	N/A
Racial/Ethnic Group											
White	17	100	14.3	64.3	14.3	7.1	35.7	66.4	60	I/S	I/S
African American	191	98.4	25	42.4	26.7	5.8	41.3	36.8	31.7	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	71.4	70.4	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	42.7	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
Disability Status											
Disabled	22	100	47.1	52.9	0	0	11.8	13.3	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	43.1	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	188	98.4	24.7	43.4	25.3	6.6	39.8	39.3	34	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	208	100	33	45.2	16.5	5.3	33.5	54	45.8	No	Yes
Gender											
Male	116	100	31.1	50	16	2.8	30.2	53.2	45.6	N/A	N/A
Female	92	100	35.4	39	17.1	8.5	37.8	54.9	45.9	N/A	N/A
Racial/Ethnic Group											
White	17	100	21.4	50	28.6	0	42.9	66.3	59	I/S	I/S
African American	191	100	33.9	44.8	15.5	5.7	32.8	33.4	26.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	80.5	71.3	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	46.9	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status											
Disabled	22	100	58.8	35.3	5.9	0	11.8	16.1	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	54.6	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	188	100	34.5	44	16.7	4.8	33.3	37.6	31.4	No	Yes

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	139	100	33.6	39.2	18.4	8.8	27.2	51.9	35.7	95.2	95.6
Gender											
Male	75	100	31.8	39.4	19.7	9.1	28.8	53.7	37.4	95	95.5
Female	64	100	35.6	39	16.9	8.5	25.4	50.1	33.8	95.4	95.8
Racial/Ethnic Group											
White	11	100	37.5	25	25	12.5	37.5	65.4	49.2	92	95.5
African American	128	100	33.3	40.2	17.9	8.5	26.5	30.6	17	95.6	95.7
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	70.4	58	N/A	96.8
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	53.1	24.9	93.1	96
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	98.5
Disability Status											
Disabled	18	100	50	42.9	7.1	0	7.1	15.8	14	94.3	94.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	98.3
English Proficiency											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	55.9	24.4	96.9	96.5
Socio-Economic Status											
Subsidized meals	124	100	36.4	36.4	19.1	8.2	27.3	35.9	21.1	95.1	94.9
Social Studies											
All Students	143	100	16.5	56.7	18.1	8.7	26.8	46.8	34	95.2	95.6
Gender											
Male	79	100	15.3	56.9	22.2	5.6	27.8	48.6	36.6	95	95.5
Female	64	100	18.2	56.4	12.7	12.7	25.5	44.8	31.3	95.4	95.8
Racial/Ethnic Group											
White	10	I/S	I/S	I/S	I/S	I/S	I/S	56.8	44.5	92	95.5
African American	133	100	16.8	56.3	19.3	7.6	26.9	28.7	19.1	95.6	95.7
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	73.1	58.9	N/A	96.8
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	50	27.5	93.1	96
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	98.5
Disability Status											
Disabled	17	100	41.7	50	8.3	0	8.3	15.4	14.4	94.3	94.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	98.3
English Proficiency											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	54.5	27.3	96.9	96.5
Socio-Economic Status											
Subsidized meals	125	100	18.3	56	16.5	9.2	25.7	31.4	21	95.1	94.9

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*	
English/Language Arts									
2007	3	71	100	17.2	43.1	39.7	0	39.7	
	4	72	100	27.6	56.9	15.5	0	15.5	
	5	62	100	33.3	50.9	15.8	0	15.8	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	66	100	16.1	40.3	32.3	11.3	43.5	
	4	75	100	27.7	46.2	24.6	1.5	26.2	
	5	67	95.5	28.8	45.8	20.3	5.1	25.4	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
Mathematics									
2007	3	71	100	36.2	50	10.3	3.4	13.8	
	4	72	100	41.4	44.8	10.3	3.4	13.8	
	5	62	100	24.6	54.4	12.3	8.8	21.1	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	
2008	3	66	100	40.3	45.2	11.3	3.2	14.5	
	4	75	100	30.8	49.2	16.9	3.1	20	
	5	67	100	27.9	41	21.3	9.8	31.1	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
Science									
2007	3	38	100	41.9	38.7	19.4	0	19.4	
	4	72	100	43.1	41.4	10.3	5.2	15.5	
	5	32	100	33.3	26.7	23.3	16.7	40	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	
2008	3	31	100	43.3	30	20	6.7	26.7	
	4	75	100	21.5	49.2	23.1	6.2	29.2	
	5	33	100	50	26.7	6.7	16.7	23.3	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
Social Studies									
2007	3	33	100	7.4	59.3	25.9	7.4	33.3	
	4	72	100	39.7	36.2	19	5.2	24.1	
	5	30	100	29.6	44.4	18.5	7.4	25.9	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	
2008	3	35	100	3.1	53.1	25	18.8	43.8	
	4	75	100	24.6	55.4	18.5	1.5	20	
	5	33	100	13.3	63.3	10	13.3	23.3	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	

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