



Nevitt Forest Elementary

1401 Bolt Drive
Anderson, South Carolina

Grades	K-5 Elementary School	
Enrollment	412 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 2009 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Good
2008	Below Average	Good
2007	Below Average	Below Average
2006	Below Average	Below Average
2005	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

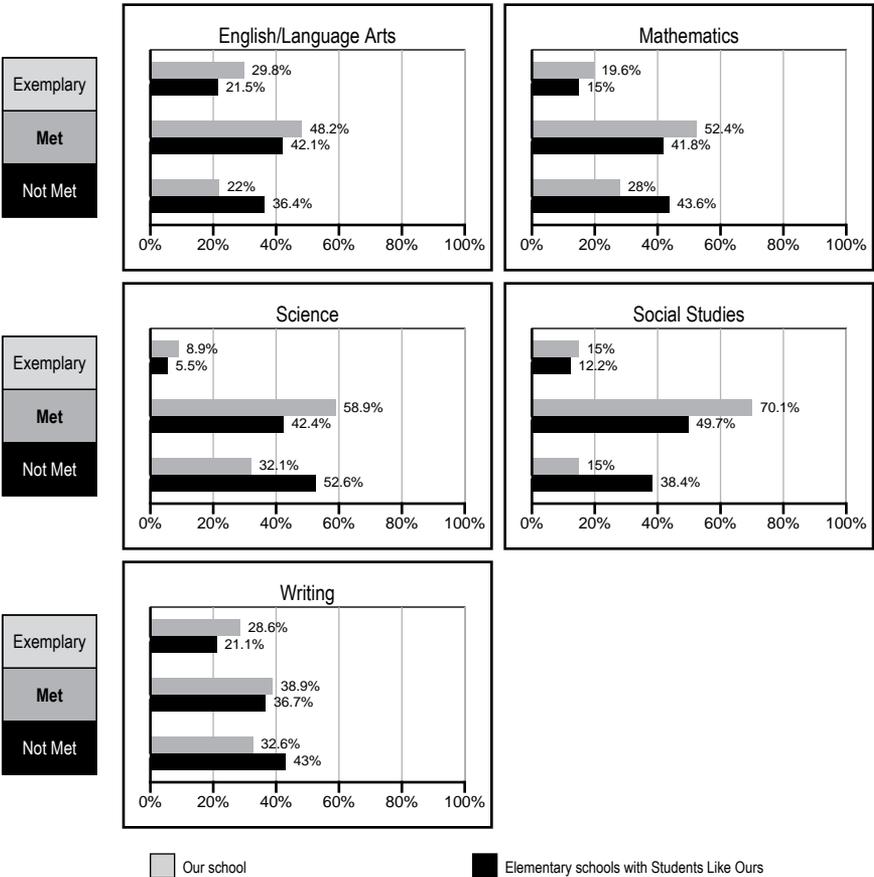
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 98.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	2	58	54	31

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

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=412)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.8%	Down from 0.9%	2.5%	1.9%
Attendance rate	95.7%	Up from 95.2%	96.0%	96.3%
Eligible for gifted and talented	5.9%	Up from 2.7%	2.9%	10.0%
With disabilities other than speech	6.0%	Up from 4.3%	7.4%	7.7%
Older than usual for grade	0.0%	No Change	1.2%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.5%	Up from 0.0%	0.0%	0.0%
Teachers (n=42)				
Teachers with advanced degrees	45.2%	Up from 34.8%	57.1%	59.4%
Continuing contract teachers	83.3%	Up from 67.4%	71.4%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	80.2%	Down from 82.1%	81.6%	85.9%
Teacher attendance rate	93.8%	Down from 96.4%	95.2%	95.1%
Average teacher salary*	\$42,441	Up 4.4%	\$45,856	\$47,149
Professional development days/teacher	14.5 days	Up from 11.3 days	10.7 days	11.1 days
School				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio in core subjects	15.8 to 1	Up from 11.6 to 1	16.5 to 1	18.8 to 1
Prime instructional time	88.4%	Down from 90.8%	90.1%	90.4%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 98.9%	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$8,670	Up 2.2%	\$8,672	\$7,458
Percent of expenditures for instruction**	72.3%	Up from 70.2%	68.4%	68.8%
Percent of expenditures for teacher salaries**	69.7%	Up from 68.4%	61.9%	63.2%

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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

Report of Principal and School Improvement Council

Nevitt Forest Community School of Innovation is a Title I school located two miles from the center of Anderson. Our school has been approved to operate an extended day schedule and serves approximately 400 students in Kindergarten through Fifth grade.

In the school year 2008-09, we received the acknowledgement of being one of two schools in the state as an "Inside-out Center for Learning." We have offered gender classes and AVID (Advancement Via Individual Determination) strategies for students who are first year college bound fifth graders. In addition, in 2007-08, our literacy program was named as a Literacy Spot school by the Reading Recovery Council and the South Carolina State Department of Education; we received additional grants to provide students with fresh grown fruits and vegetables with connections to curriculum concepts across grade levels, and our school was recognized as a Silver Flag recipient for our school improvement rating.

The faculty and staff of Nevitt Forest Community School of Innovation are committed to providing students with the tools they will need for real world applications. Quality instruction, continuous staff development, current technology, science kit training, and math strategies provide students with access to core knowledge. Each classroom contains a SMART board, ELMO, and LCD projector that teachers use regularly to enhance 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 reach academic excellence. 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 has been approved for extended day services and Magnet status from our Board of Trustees, students may attend school an additional 3 hours each day. Every morning, students are provided with instruction in vocabulary before the normal school day begins. In the time after the normal school day, students may choose enriching activities that will assist in the acquisition of reading or math skills and club activities that will develop the entire child. Healthy snack are provided.

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 how to help parents help their children. 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
Brandy McDavid, School Improvement Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	41	78	19
Percent satisfied with learning environment	100.0%	83.3%	73.7%
Percent satisfied with social and physical environment	100.0%	75.6%	78.9%
Percent satisfied with school-home relations	63.4%	83.3%	73.7%

* 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

This school met 13 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

NI-DELAY

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	1.6%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.7%	94.0%*	Yes

* Or greater than last year

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*	Performance Objective Met	Participation Objective Met
--	-------------------------------	----------	-----------	-------	-------------	----------------------------	------------------------------	---------------------------	---------------------------	-----------------------------

English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	195	100	22	48.2	29.8	89.3	88.1	82.8	Yes	Yes
Gender										
Male	94	100	26.5	48.2	25.3	84.3	84.9	79.3	N/A	N/A
Female	101	100	17.6	48.2	34.1	94.1	91.4	86.5	N/A	N/A
Racial/Ethnic Group										
White	20	100	7.1	50	42.9	100	92.9	89.5	I/S	I/S
African American	173	100	23.5	47.7	28.8	88.2	80.4	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	91.4	92.3	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	88.3	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	82.5	I/S	I/S
Disability Status										
Disabled	22	100	25	55	20	85	57	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	83.5	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	173	100	23.8	49	27.2	88.4	81.6	75.5	Yes	Yes

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

All Students	195	100	28	52.4	19.6	81.5	84.4	78.9	Yes	Yes
Gender										
Male	94	100	26.5	54.2	19.3	83.1	82.7	77	N/A	N/A
Female	101	100	29.4	50.6	20	80	86.2	80.9	N/A	N/A
Racial/Ethnic Group										
White	20	100	35.7	35.7	28.6	85.7	90.7	87.2	I/S	I/S
African American	173	100	27.5	53.6	19	81	73.2	66.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	98.8	93	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	91.6	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	79.5	I/S	I/S
Disability Status										
Disabled	22	100	40	50	10	75	50.6	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	87.9	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	173	100	28.6	53.1	18.4	80.3	76.2	70.2	Yes	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	128	99.2	31.5	59.5	9	68.5	80.8	67.5
Gender								
Male	61	98.4	31.5	55.6	13	68.5	79.8	67
Female	67	100	31.6	63.2	5.3	68.4	81.8	68
Racial/Ethnic Group								
White	13	100	I/S	I/S	I/S	I/S	89.3	79.5
African American	114	99.1	34	58	8	66	66.2	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	88.7	84.3
Hispanic	1	I/S	I/S	I/S	I/S	I/S	84.7	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	15	100	42.9	50	7.1	57.1	44.6	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	82	59.6
Socio-Economic Status								
Subsided meals	115	99.1	31.3	59.6	9.1	68.7	71.3	55.1
Social Studies								
All Students	123	100	16.5	68.8	14.7	83.5	84.5	72.3
Gender								
Male	65	100	18.3	61.7	20	81.7	83.1	71.5
Female	58	100	14.3	77.6	8.2	85.7	86	73.2
Racial/Ethnic Group								
White	13	100	I/S	I/S	I/S	I/S	89.9	80.7
African American	108	100	16.5	69.1	14.4	83.5	75.3	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	92.9	88.5
Hispanic	2	I/S	I/S	I/S	I/S	I/S	88.9	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	12	100	N/AV	N/AV	N/AV	50	56.4	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	85.7	67.9
Socio-Economic Status								
Subsided meals	111	100	18.6	69.1	12.4	81.4	76.3	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	196	99.5	32.2	39.1	28.7	67.8	75.7	70.2	95.7	96
Gender										
Male	99	99	42	28.4	29.5	58	68.6	63.2	95.3	95.8
Female	97	100	22.1	50	27.9	77.9	83	77.5	96.1	96.1
Racial/Ethnic Group										
White	19	100	35.7	42.9	21.4	64.3	82.8	79.1	93.5	95.8
African American	175	99.4	31.6	38.6	29.7	68.4	64.3	57.6	96	96.2
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	86.6	86.2	N/A	97.2
Hispanic	2	I/S	I/S	I/S	I/S	I/S	71.1	62.6	91.6	96.3
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	N/A	99.1
Disability Status										
Disabled	23	100	68.2	13.6	18.2	31.8	30.6	26.1	94.3	94.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	98.9
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	68.5	61.2	96.6	96.7
Socio-Economic Status										
Subsided meals	175	100	35.1	38.3	26.6	64.9	63.7	58.9	95.5	95.3

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	59	100	22.9	45.8	31.3	77.1
	4	55	100	23.5	49	27.5	76.5
	5	81	100	20.3	49.3	30.4	79.7
	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
Mathematics							
2009	3	59	100	39.6	39.6	20.8	60.4
	4	55	100	21.6	56.9	21.6	78.4
	5	81	100	24.6	58	17.4	75.4
	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
Science							
2009	3	31	100	44	48	8	56
	4	55	100	19.6	68.6	11.8	80.4
	5	42	97.6	40	54.3	5.7	60
	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
Social Studies							
2009	3	28	100	8.7	78.3	13	91.3
	4	55	100	7.8	74.5	17.6	92.2
	5	40	100	34.3	54.3	11.4	65.7
	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
Writing							
2009	3	57	100	28.6	34.7	36.7	71.4
	4	56	100	39.6	37.7	22.6	60.4
	5	83	98.8	29.2	43.1	27.8	70.8
	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

Abbreviations for Missing Data

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