



Forest Acres Elementary

401 McAlister Rd
Easley, SC 29642

Grades	PK-5 Elementary School	
Enrollment	699 Students	
Principal	Stephanie Price	864-855-7865
Superintendent	Dr. Henry Hunt	864-855-8150
Board Chair	Jim Shelton	864-836-8465

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

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

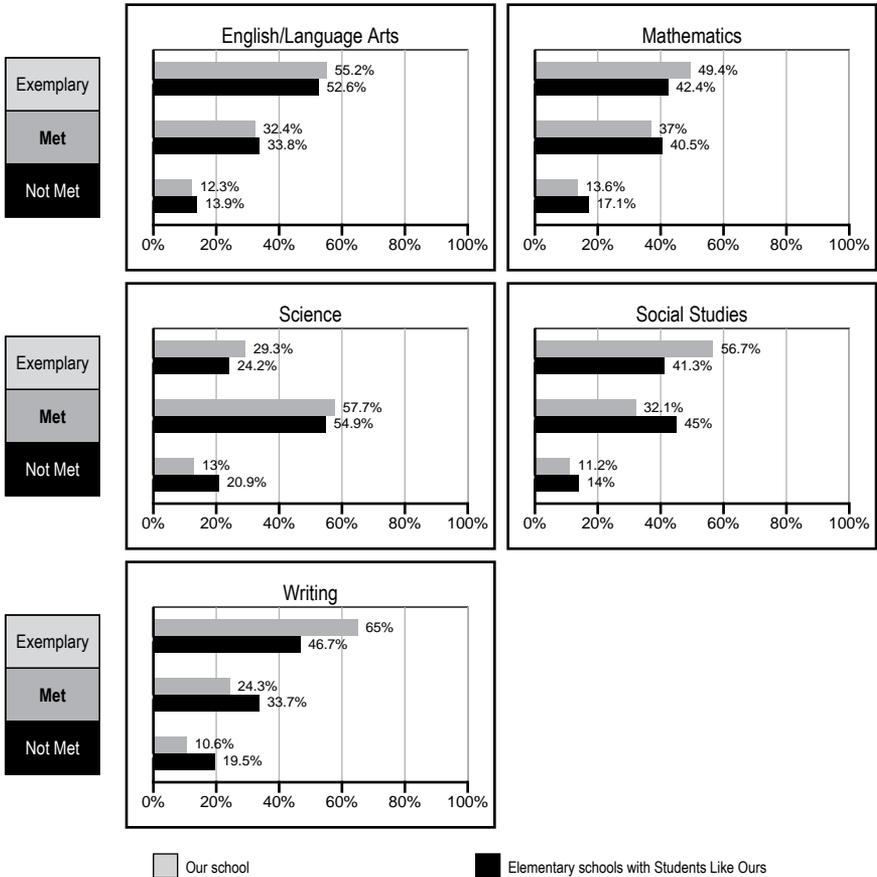
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 96.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
24	11	5	0	0

* 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=699)				
First graders who attended full-day kindergarten	100.0%	Up from 97.8%	100.0%	100.0%
Retention rate	2.1%	Down from 3.6%	1.7%	1.9%
Attendance rate	97.0%	Up from 96.9%	96.7%	96.3%
Eligible for gifted and talented	22.1%	Down from 23.5%	18.0%	10.0%
With disabilities other than speech	7.1%	No Change	6.7%	7.7%
Older than usual for grade	0.7%	Down from 0.8%	0.4%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=46)				
Teachers with advanced degrees	65.2%	Up from 53.3%	60.3%	59.4%
Continuing contract teachers	89.1%	Up from 88.9%	82.0%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	90.9%	Down from 92.3%	86.9%	85.9%
Teacher attendance rate	96.8%	Up from 95.9%	95.6%	95.1%
Average teacher salary*	\$47,772	Up 5.7%	\$48,542	\$47,149
Professional development days/teacher	11.1 days	Down from 14.6 days	10.9 days	11.1 days
School				
Principal's years at school	1.0	Down from 10.0	3.0	4.0
Student-teacher ratio in core subjects	20.9 to 1	Up from 19.5 to 1	20.3 to 1	18.8 to 1
Prime instructional time	93.3%	Up from 92.1%	91.5%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.6%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil**	\$7,451	Up 6.9%	\$6,632	\$7,458
Percent of expenditures for instruction**	63.9%	Up from 63.5%	70.6%	68.8%
Percent of expenditures for teacher salaries**	58.1%	Down from 58.7%	66.1%	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

Forest Acres boasts a newly renovated facility that provides students with optimal learning experiences through the integration of technology, literature, science, math, movement, and the arts. In addition to a challenging curriculum, Forest Acres teachers strive to make real-life connections for students and develop high interest lessons that reflect state standards. Our PTA sponsors weeklong artists in residency to enhance our school's arts program. Outdoor learning environments offer students the opportunity to interact with their environment. A water garden provides students with space to study weather, plant life, and seasons. A nature trail allows students the opportunity to have science classes outdoors. Students are also involved in extracurricular activities, such as Student Council, Safety Patrols, Panther Postal Service, and Boy Scouts. Student Council sponsors service learning programs that benefit our community, such as the Angel Tree, Cans for Kids, and Souper Bowl Sunday collections. At Forest Acres, we make every effort to teach the whole child.

Forest Acres places a strong emphasis on Character Education with an emphasis on assisting students in developing an ability to recognize positive character traits in themselves and others. Each month, a different character trait is emphasized. The guidance counselor, administrators, and teachers all find ways of incorporating that trait into lessons and other activities.

The faculty, in conjunction with the School Improvement Council, developed goals that build upon the District and School Renewal Plans. Each year, we strive to increase student achievement in all areas of PASS. One focus at Forest Acres has been to improve communication between home, school, and community. In addition to weekly class newsletters, our school has made tremendous efforts in developing a web presence, with teacher web pages that feature podcasts, blogs, and Photo Story. Each month, the school and PTA publish the award winning Forest Acres Focus that provides both internal and external customers with news and events about school life.

Forest Acres has much to celebrate! For the 2008 school year, Forest Acres was recognized by the State Department of Education as a Palmetto Gold Award winner in both categories: Academic Achievement and Closing the Gap. All teachers at Forest Acres are certified, highly qualified, and are committed to student success.

Forest Acres provides extended school day activities through our After School Care program. Tutoring for students who experience academic difficulties in the classroom is provided.

Beth Covil, School Improvement Council Chair
Stephanie Price, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	42	90	37
Percent satisfied with learning environment	97.6%	97.8%	97.2%
Percent satisfied with social and physical environment	95.2%	95.5%	94.4%
Percent satisfied with school-home relations	97.6%	97.8%	88.9%

* 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 17 out of 17 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

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	0.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	97.0%	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	341	99.7	12.1	33.6	54.2	93	87.9	82.8	Yes	Yes
Gender										
Male	174	100	16.8	34.7	48.5	89.2	85.3	79.3	N/A	N/A
Female	167	99.4	7.4	32.5	60.1	96.9	90.7	86.5	N/A	N/A
Racial/Ethnic Group										
White	296	99.7	10.7	31.5	57.8	93.8	89.1	89.5	Yes	Yes
African American	28	100	34.6	50	15.4	80.8	78.6	73.7	I/S	I/S
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	95.6	92.3	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	82.3	76.5	I/S	I/S
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	87.5	82.5	I/S	I/S
Disability Status										
Disabled	47	100	44.4	35.6	20	66.7	60.5	52	Yes	Yes
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	10	I/S	I/S	I/S	I/S	I/S	82.9	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	93	100	29.2	39.3	31.5	78.7	81.2	75.5	Yes	Yes

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

All Students	341	99.7	13.3	38.2	48.5	90.6	83.8	78.9	Yes	Yes
Gender										
Male	174	100	17.4	34.1	48.5	88	82.3	77	N/A	N/A
Female	167	99.4	9.2	42.3	48.5	93.3	85.3	80.9	N/A	N/A
Racial/Ethnic Group										
White	296	99.7	11.8	37	51.2	92.7	85.6	87.2	Yes	Yes
African American	28	100	34.6	50	15.4	65.4	67.7	66.7	I/S	I/S
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	91.1	93	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	80.2	76	I/S	I/S
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	87.5	79.5	I/S	I/S
Disability Status										
Disabled	47	100	37.8	42.2	20	68.9	52.9	45.5	Yes	Yes
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	10	I/S	I/S	I/S	I/S	I/S	82.9	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	93	100	30.3	46.1	23.6	75.3	75.9	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	226	100	12.8	58	29.2	87.2	76.8	67.5
Gender								
Male	108	100	15.5	52.4	32	84.5	76.3	67
Female	118	100	10.3	62.9	26.7	89.7	77.4	68
Racial/Ethnic Group								
White	196	100	10.5	57.1	32.5	89.5	79.2	79.5
African American	20	100	N/AV	N/AV	N/AV	63.2	58.3	50.3
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	88.1	84.3
Hispanic	6	I/S	I/S	I/S	I/S	I/S	66.7	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	34	100	27.3	66.7	6.1	72.7	45	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	5	I/S	I/S	I/S	I/S	I/S	69.8	59.6
Socio-Economic Status								
Subsided meals	65	100	30.2	58.7	11.1	69.8	67.4	55.1
Social Studies								
All Students	225	99.6	10.5	33.8	55.7	89.5	78.8	72.3
Gender								
Male	120	99.2	13.9	29.6	56.5	86.1	78.5	71.5
Female	105	100	6.7	38.5	54.8	93.3	79.2	73.2
Racial/Ethnic Group								
White	200	99.5	10.2	32.1	57.7	89.8	80	80.7
African American	15	100	14.3	57.1	28.6	85.7	68.4	60
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	90	88.5
Hispanic	4	I/S	I/S	I/S	I/S	I/S	76.6	68
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	86.7	72.2
Disability Status								
Disabled	35	97.1	40.6	34.4	25	59.4	49.1	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	6	I/S	I/S	I/S	I/S	I/S	77.8	67.9
Socio-Economic Status								
Subsided meals	59	98.3	28.6	50	21.4	71.4	69.8	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	344	98	10.6	24.3	65	89.4	78.9	70.2	97	96.5
Gender										
Male	178	97.2	14.4	28.1	57.5	85.6	72.2	63.2	96.9	96.4
Female	166	98.8	6.8	20.4	72.8	93.2	86.1	77.5	97.2	96.5
Racial/Ethnic Group										
White	299	98	8	22.6	69.3	92	80.6	79.1	97	96.4
African American	29	96.6	44.4	44.4	11.1	55.6	65.8	57.6	97.4	96.8
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	93.2	86.2	98.4	98
Hispanic	9	I/S	I/S	I/S	I/S	I/S	69.2	62.6	96.6	97
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	82.4	68.7	95.6	96.2
Disability Status										
Disabled	52	88.5	46.7	17.8	35.6	53.3	33.3	26.1	94.8	95.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	95.5
English Proficiency										
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	73.4	61.2	97.5	97.7
Socio-Economic Status										
Subsidized meals	91	96.7	32.9	29.4	37.6	67.1	67.9	58.9	96.2	95.8

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	125	100	9.9	29.8	60.3	90.1
	4	111	100	14.7	35.8	49.5	85.3
	5	105	99.1	12	36	52	88
	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	125	100	17.4	29.8	52.9	82.6
	4	111	100	8.3	44	47.7	91.7
	5	105	99.1	14	42	44	86
	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	65	100	17.5	44.4	38.1	82.5
	4	109	100	11.2	61.7	27.1	88.8
	5	52	100	10.2	67.3	22.4	89.8
	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
Social Studies							
2009	3	63	100	11.5	34.4	54.1	88.5
	4	110	100	8.3	33.3	58.3	91.7
	5	52	98.1	14	34	52	86
	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	127	96.9	11.6	18.2	70.2	88.4
	4	111	97.3	9.4	30.2	60.4	90.6
	5	106	100	10.8	25.5	63.7	89.2
	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