



Forest Acres Elementary

401 McAlister Rd
Easley, SC 29642

Grades	PK-5 Elementary School	
Enrollment	671 Students	
Principal	Stephanie Price	864-855-7865
Superintendent	Lee D'Andrea, Ph.D.	864-855-8150
Board Chair	Dr. B. J. Skelton	864-868-9691

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Excellent	Good*
2007	Good	Average
2006	Good	Good
2005	Excellent	Excellent
2004	Excellent	Excellent

* 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

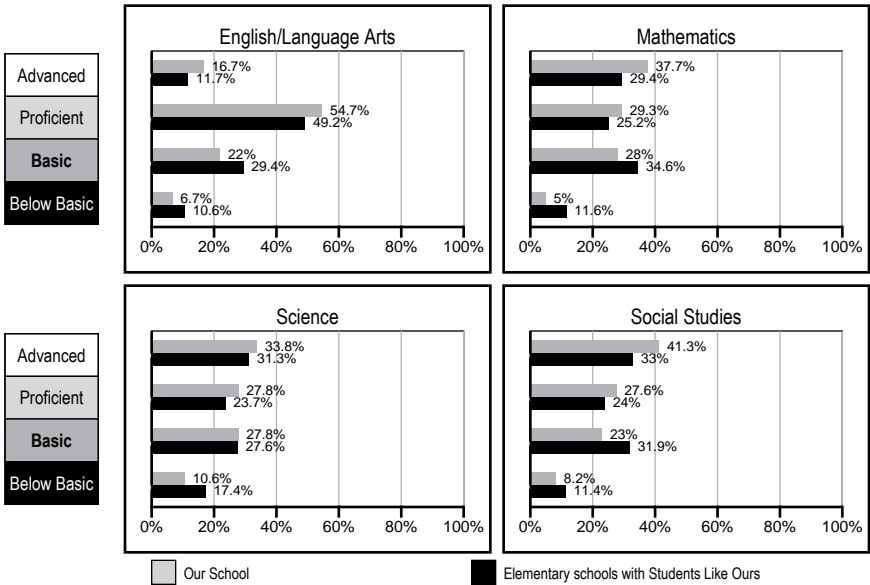
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 97.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
7	22	5	1	0

* 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=671)				
First graders who attended full-day kindergarten	97.8%	Down from 100.0%	100.0%	100.0%
Retention rate	3.6%	Up from 2.9%	1.7%	2.3%
Attendance rate	96.9%	Down from 97.1%	96.8%	96.3%
Eligible for gifted and talented	23.5%	Up from 20.5%	20.3%	10.4%
With disabilities other than speech	7.1%	Up from 6.0%	7.0%	7.5%
Older than usual for grade	0.8%	Up from 0.2%	0.2%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=45)				
Teachers with advanced degrees	53.3%	Up from 52.3%	61.4%	56.7%
Continuing contract teachers	88.9%	Up from 77.3%	82.1%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	92.3%	Up from 89.7%	88.2%	86.4%
Teacher attendance rate	95.9%	Down from 96.5%	95.4%	94.9%
Average teacher salary	\$45,205	Up 4.3%	\$47,101	\$45,345
Professional development days/teacher	14.6 days	Down from 17.7 days	12.2 days	12.6 days
School				
Principal's years at school	10.0	Up from 9.0	3.5	4.0
Student-teacher ratio in core subjects	19.5 to 1	Down from 20.5 to 1	20.5 to 1	18.5 to 1
Prime instructional time	92.1%	Down from 93.1%	90.5%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	99.7%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil*	\$6,967	Up 16.8%	\$6,540	\$7,052
Percent of expenditures for instruction*	63.5%	Up from 62.6%	70.7%	69.1%
Percent of expenditures for teacher salaries*	58.7%	Down from 59.9%	66.2%	64.2%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Forest Acres is a high achieving student centered elementary school built on skilled and caring teachers, a committed administration, and a community of active and supportive parents. High achievement is traditional at Forest Acres Elementary. We were again awarded the Gold/Silver Award for high student achievement and a State Red Carpet Award for excellence in parent, school, and community relations.

School-wide and school/community communications are a continuing focus. Our school web site, weekly classroom newsletters, and a monthly school newsletter are communication elements in our school plan. These elements are part of our school, parent, and community partnership for providing the best education possible for every student.

Safety and maintenance concerns are a high priority. Forest Acres has a full-time nurse to address student health and accident concerns. All students and staff have been trained in safety issues and procedures. Safety and security plans were strengthened during the 2007-08 school year and remain under constant review.

Forest Acres places a strong focus on Character Education with an emphasis on assisting students in developing an ability to recognize positive character traits in themselves and others. A different positive character trait is emphasized each month. Classroom teachers used a variety of methods to incorporate the character trait into lessons and activities.

Forest Acres Elementary School provides extended day activities through an After School Care program, after-school academic assistance, and a summer "Seekers" skills program. Weeklong programs of visiting artists enrich our curriculum and expose our students to a variety of art forms. The Student Council sponsors an Angel Tree project as service to the community. Students raise funds for the American Heart Association by participating in Jump Rope for Heart.

Our school campus boasts a beautiful courtyard area complete with a water garden, an arbor, and benches. We also have a greenhouse area and Nature Trail for environmental investigation to encourage hands-on environmental studies. We now have a covered picnic area for parents to visit for lunch. Our PTA has enhanced our building with several outstanding murals. This year we will add grade level leveled libraries to enhance student achievement in reading.

The School Improvement Council survey of traffic, security/safety, and homework procedures at the school showed parent satisfaction with the school in all three areas.

Beth Covil, School Improvement Committee Chair
Betty Randolph, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	35	85	32
Percent satisfied with learning environment	97.1%	96.4%	87.5%
Percent satisfied with social and physical environment	100.0%	91.8%	90.6%
Percent satisfied with school-home relations	97.1%	96.5%	87.5%

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

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No Child Left Behind

School Adequate Yearly Progress

YES

This school met 15 out of 15 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. 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	0.2%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.9%	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	313	100	6.6	22	54.8	16.7	79	55.9	48.2	Yes	Yes
Gender											
Male	154	100	9.9	24.5	53	12.6	72.2	49.1	41.7	N/A	N/A
Female	159	100	3.2	19.5	56.5	20.8	85.7	63	55	N/A	N/A
Racial/Ethnic Group											
White	281	100	6.2	21.8	54.5	17.5	80	58.4	60	Yes	Yes
African American	22	100	15	20	60	5	65	36.2	31.7	I/S	I/S
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	70.4	70.4	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	41.4	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	72.7	47	I/S	I/S
Disability Status											
Disabled	42	100	21.1	44.7	23.7	10.5	47.4	17.2	16	I/S	Yes
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	46	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	70	100	11.8	38.2	50	0	61.8	41	34	Yes	Yes

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

All Students	313	100	4.9	28.9	29.2	37	78	52.3	45.8	Yes	Yes
Gender											
Male	154	100	4	27.2	29.1	39.7	77.5	52.2	45.6	N/A	N/A
Female	159	100	5.8	30.5	29.2	34.4	78.6	52.4	45.9	N/A	N/A
Racial/Ethnic Group											
White	281	100	5.1	27.6	28.7	38.5	77.8	55	59	Yes	Yes
African American	22	100	5	40	35	20	85	28.8	26.9	I/S	I/S
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	74.1	71.3	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	42.8	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	45.5	46.2	I/S	I/S
Disability Status											
Disabled	42	100	7.9	55.3	15.8	21.1	63.2	18.4	17.1	I/S	Yes
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	51.2	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	70	100	10.3	39.7	29.4	20.6	63.2	37.2	31.4	Yes	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	207	100	10.9	28.2	27.2	33.7	60.9	43.9	35.7	96.9	96.2
Gender											
Male	105	100	11.7	26.2	23.3	38.8	62.1	46.3	37.4	96.8	96.2
Female	102	100	10.1	30.3	31.3	28.3	59.6	41.4	33.8	97.1	96.3
Racial/Ethnic Group											
White	187	100	9.8	28.4	27.9	33.9	61.7	46.9	49.2	97	96.2
African American	13	100	25	33.3	16.7	25	41.7	19.4	17	96.5	96.3
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	72.9	58	98.7	98
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	27.9	24.9	97.1	96.7
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	71.3	94.9
Disability Status											
Disabled	26	100	16.7	45.8	12.5	25	37.5	15.7	14	95.2	95.2
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	97.8
English Proficiency											
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	39	24.4	97.9	97.3
Socio-Economic Status											
Subsided meals	48	100	21.7	28.3	26.1	23.9	50	30.4	21.1	95.6	95.3
Social Studies											
All Students	207	100	8	24.4	27.4	40.3	67.7	43.8	34	96.9	96.2
Gender											
Male	104	100	8.7	21.4	29.1	40.8	69.9	46.1	36.6	96.8	96.2
Female	103	100	7.1	27.6	25.5	39.8	65.3	41.3	31.3	97.1	96.3
Racial/Ethnic Group											
White	185	100	7.2	23.2	29.3	40.3	69.6	45.8	44.5	97	96.2
African American	16	100	21.4	42.9	14.3	21.4	35.7	24.6	19.1	96.5	96.3
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	71.7	58.9	98.7	98
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	38.5	27.5	97.1	96.7
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	71.3	94.9
Disability Status											
Disabled	29	100	34.6	34.6	19.2	11.5	30.8	16.3	14.4	95.2	95.2
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	97.8
English Proficiency											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	43.8	27.3	97.9	97.3
Socio-Economic Status											
Subsided meals	48	100	21.3	34	27.7	17	44.7	29.6	21	95.6	95.3

* Adj - 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

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	95	100	3.4	17.2	58.6	20.7	79.3
	4	104	100	13.1	28.3	51.5	7.1	58.6
	5	109	100	5.9	34.3	53.9	5.9	59.8
	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	112	100	0.9	14.7	59.6	24.8	84.4
	4	97	100	8.5	21.3	56.4	13.8	70.2
	5	104	100	10.8	30.4	48	10.8	58.8
	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	95	100	10.3	37.9	33.3	18.4	51.7
	4	104	100	12.1	27.3	31.3	29.3	60.6
	5	109	100	8.8	38.2	26.5	26.5	52.9
	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	112	100	4.6	29.4	31.2	34.9	66.1
	4	97	100	5.3	26.6	23.4	44.7	68.1
	5	104	100	4.9	30.4	32.4	32.4	64.7
	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	47	100	9.5	35.7	33.3	21.4	54.8
	4	104	100	22.2	29.3	29.3	19.2	48.5
	5	56	100	20	42	18	20	38
	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	57	100	10.7	23.2	42.9	23.2	66.1
	4	97	100	10.6	29.8	25.5	34	59.6
	5	53	100	11.5	30.8	13.5	44.2	57.7
	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	48	100	8.9	31.1	37.8	22.2	60
	4	104	100	11.1	25.3	21.2	42.4	63.6
	5	56	100	12	28	24	36	60
	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	58	100	5.4	21.4	26.8	46.4	73.2
	4	97	100	3.2	25.5	27.7	43.6	71.3
	5	52	100	19.6	25.5	27.5	27.5	54.9
	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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