

# NEVITT FOREST COMMUNITY SCHOOL OF INNOVATION

1401 Bolt Drive  
Anderson, South Carolina

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	435 Students	
<b>Principal</b>	Kelly Elrod	864-260-5190
<b>Superintendent</b>	Betty T Bagley	864-260-5000
<b>Board Chair</b>	Mr. Al Norris Jr.	864-260-5042

## THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

### RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Average</b>	<b>Good</b>
2010	Average	Good
2009	Average	Good
2008	Below Average	Good
2007	Below Average	Below 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://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

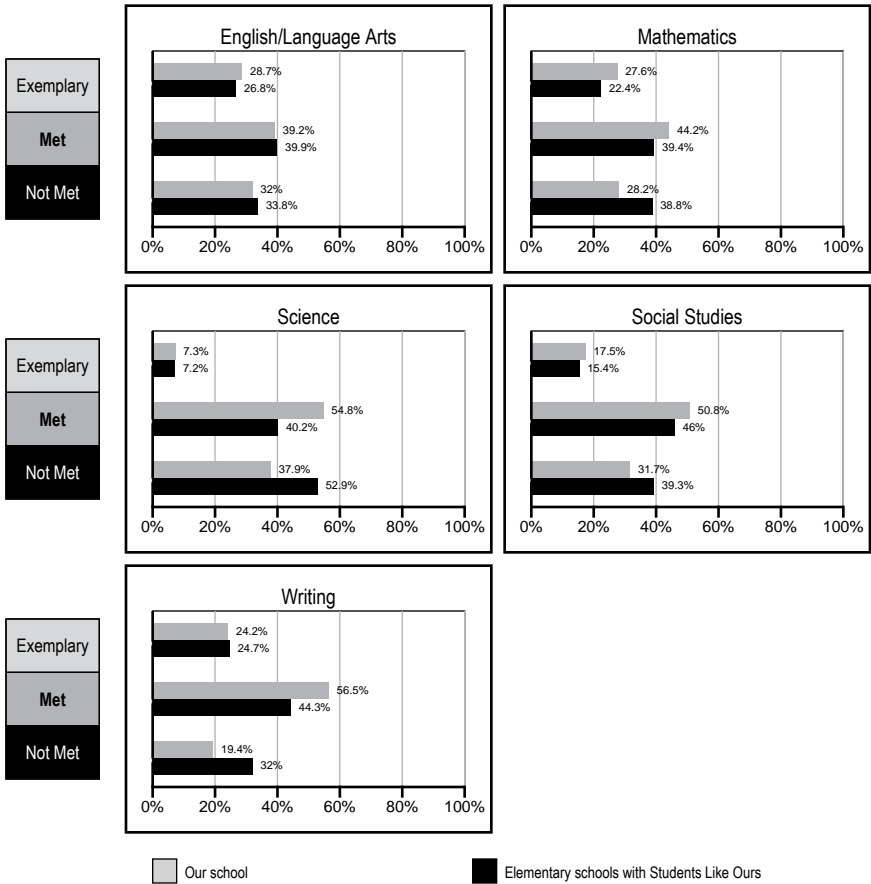
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 99.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
2	8	92	52	23

\* Ratings are calculated with data available by 11/09/2011.

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
<b>Students (n=435)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.0%	Down from 1.5%	1.5%	1.1%
Attendance rate	94.7%	Down from 99.9%	96.1%	96.2%
Served by gifted and talented program	32.8%	Up from 20.7%	5.4%	13.4%
With disabilities other than speech	2.7%	Down from 7.5%	4.3%	4.1%
Older than usual for grade	0.2%	Down from 0.6%	0.6%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=35)</b>				
Teachers with advanced degrees	51.4%	Up from 50.0%	61.7%	62.5%
Continuing contract teachers	85.7%	Down from 86.1%	82.4%	88.2%
Teachers returning from previous year	83.2%	Up from 80.1%	84.7%	87.8%
Teacher attendance rate	96.5%	Up from 94.7%	95.2%	95.2%
Average teacher salary*	\$42,080	Down 3.3%	\$45,139	\$46,773
Professional development days/teacher	13.3 days	Up from 11.4 days	10.6 days	10.5 days
<b>School</b>				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	16.8 to 1	Up from 15.8 to 1	17.6 to 1	19.9 to 1
Prime instructional time	90.8%	Down from 94.4%	90.3%	90.4%
Opportunities in the arts	Good	Down from Excellent	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.0%	Down from 99.3%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,315	Down 9.8%	\$8,435	\$7,447
Percent of expenditures for instruction**	69.8%	Down from 70.6%	67.8%	68.4%
Percent of expenditures for teacher salaries**	65.9%	Down from 68.1%	64.2%	65.8%

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

\*\* Prior year audited financial data are reported.

## Abbreviations for Missing Data

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## Report of Principal and School Improvement Council

Nevitt Forest Community School of Innovation is a Title I magnet school that serves approximately 420 students in kindergarten through fifth grade. Nevitt Forest also offers an Extended Day program for all students from 7:15 AM until 4:45 PM, four days a week. In 2010-11, we added gender education from first to fourth grade. In 2011-12, we will add community resources to our newly expanded and renovated campus. These innovative approaches to serving students and our community are the result of our Inside Out Center for Learning grant that we received two years ago along with our 21st Century Learning Center federal grant.

The Nevitt Forest learning community is proud of the accomplishments made during the previous year. Last year's PASS scores showed improvement from the previous year and brought our school another Silver Flag award with an absolute rating of "Average" and an improvement rating of "Good." In addition, we were one of seven schools in the state to be named an "Exemplary Writing" school. In recent years, we have been named a Flagship School of Promise as recognized by the South Carolina Association of School Administrators and have been named a Literacy Spot School by the Reading Recovery Council and the State Department of Education for 2008.

Nevitt Forest's success can be attributed to skilled instructors who utilize such strategies as balanced literacy, Writer's Workshop, innovative technology, "Thinking Maps", and science-kits. Each classroom at Nevitt contains a SMART board, visual presenter, and LCD projector that teachers use regularly to enhance instruction.

Nevitt Forest Community School of Innovation is committed to serving the whole child and community.

Therefore, we have a fulltime guidance counselor and a part-time mental health counselor. These counselors help our students deal with issues such as peer pressure and divorce, as well as teaching such character traits as honesty, integrity, and responsibility. The guidance counselor meets with individual students and small groups and has class lessons on a regular basis. Throughout the school year, our guidance department offers many activities such as Career Day and College Week! In addition, one full week at the end of the school year is set aside for our "Innovation Week" in which the entire school participates in special days and activities to enhance their life skills and promote innovations within our daily lives. Some examples include Technology Day, SECME Day and DEAR Day! Literacy, Math, Science and Writing nights provide parents the opportunity to see the academics students learn each and every day and to participate with them in their content learning. Pastries for Parents, Family Fun Night, Fall Festival, Musical or Art nights give families the chance to spend time at the school and connect to their child's in a family friendly environment.

Come visit our school and see what all the excitement is about!

Kelly P. Elrod, Principal  
Brandy McDavid, SIC Chair

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	34	62	43
Percent satisfied with learning environment	94.1%	79.0%	85.7%
Percent satisfied with social and physical environment	100.0%	75.8%	73.8%
Percent satisfied with school-home relations	61.8%	75.8%	85.7%

\* 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 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

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	0.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	94.7%	94.0%**	Yes

\* Or greater than last year

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**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
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**English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)**

All Students	196	99.5	31.7	39.4	28.9	83.9	85.7	82.4	Yes	Yes
<b>Gender</b>										
Male	95	99	40.7	36.3	23.1	76.9	82.5	78.7	N/A	N/A
Female	101	100	22.5	42.7	34.8	91	89	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	13	92.3	I/S	I/S	I/S	I/S	91	88.9	I/S	I/S
African American	179	100	33.7	40.4	25.9	83.1	77.4	72.9	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	94.4	93	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	86.1	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	83	I/S	I/S
<b>Disability Status</b>										
Disabled	26	100	58.3	33.3	8.3	70.8	51.3	48.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	85	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	176	99.4	33.5	39.1	27.3	83.2	78.8	75.4	Yes	Yes

**Mathematics - State Performance Objective = 79.0% (Met or Exemplary)**

All Students	196	99.5	27.8	44.4	27.8	82.2	85	81.9	Yes	Yes
<b>Gender</b>										
Male	95	99	30.8	46.2	23.1	80.2	83.6	79.9	N/A	N/A
Female	101	100	24.7	42.7	32.6	84.3	86.5	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	13	92.3	I/S	I/S	I/S	I/S	90.6	88.9	I/S	I/S
African American	179	100	30.1	44.6	25.3	80.7	75.7	71.4	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	96.7	94.6	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	91.1	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	26	100	62.5	29.2	8.3	58.3	49.3	47.3	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	91.2	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	176	99.4	29.2	45.3	25.5	80.1	77.7	74.9	Yes	Yes

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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## 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
<b>Science</b>								
All Students	133	100	37.9	54.8	7.3	62.1	77.8	68.6
<b>Gender</b>								
Male	68	100	33.3	56.1	10.6	66.7	77.6	68.3
Female	65	100	43.1	53.4	3.4	56.9	78	68.9
<b>Racial/Ethnic Group</b>								
White	9	I/S	I/S	I/S	I/S	I/S	85.8	80.7
African American	121	100	41.6	53.1	5.3	58.4	65.1	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	95.1	85.3
Hispanic	3	I/S	I/S	I/S	I/S	I/S	78	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	70.8
<b>Disability Status</b>								
Disabled	15	100	N/AV	N/AV	N/AV	23.1	41.4	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
<b>English Proficiency</b>								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	77.3	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	121	100	39.3	55.4	5.4	60.7	67.9	57.3
<b>Social Studies</b>								
All Students	129	99.2	31.1	51.3	17.6	68.9	80.6	72.5
<b>Gender</b>								
Male	63	98.4	38.3	43.3	18.3	61.7	78.3	72
Female	66	100	23.7	59.3	16.9	76.3	83.1	73.1
<b>Racial/Ethnic Group</b>								
White	7	I/S	I/S	I/S	I/S	I/S	87.4	81
African American	120	100	33	51.8	15.2	67	70.2	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	93	89
Hispanic	2	I/S	I/S	I/S	I/S	I/S	83.8	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.5
<b>Disability Status</b>								
Disabled	20	100	31.6	57.9	10.5	68.4	46.3	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
<b>English Proficiency</b>								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	85	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	118	99.2	33	49.5	17.4	67	71.7	62.9

Abbreviations for Missing Data

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## 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
<b>Writing</b>										
All Students	67	100	19.4	56.5	24.2	80.6	76.3	73.2	94.7	96
<b>Gender</b>										
Male	28	100	33.3	40.7	25.9	66.7	70.7	67.2	94.4	95.9
Female	39	100	8.6	68.6	22.9	91.4	81.6	79.4	94.9	96
<b>Racial/Ethnic Group</b>										
White	3	I/S	I/S	I/S	I/S	I/S	83.4	81.5	90.3	95.7
African American	62	100	19.3	57.9	22.8	80.7	65.4	61.3	95.3	96.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	78.3	87	99.9	97.1
Hispanic	2	I/S	I/S	I/S	I/S	I/S	75.4	66.7	91.2	96.2
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	97.8
<b>Disability Status</b>										
Disabled	10	I/S	I/S	I/S	I/S	I/S	28.8	26	95.5	95.1
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	71.6	65.7	93.9	96.7
<b>Socio-Economic Status</b>										
Subsidized meals	55	100	20.8	56.6	22.6	79.2	64.9	63.2	94.6	95.4

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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>English/Language Arts</b>							
<b>2010</b>	3	74	100	31.3	31.3	37.3	68.7
	4	71	100	28.1	51.6	20.3	71.9
	5	51	100	14.3	53.1	32.7	85.7
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	3	63	98.4	29.1	25.5	45.5	70.9
	4	66	100	38.1	41.3	20.6	61.9
	5	67	100	27.4	50	22.6	72.6
	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
<b>Mathematics</b>							
<b>2010</b>	3	74	100	43.3	38.8	17.9	56.7
	4	71	100	31.3	53.1	15.6	68.8
	5	51	100	30.6	44.9	24.5	69.4
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	3	63	98.4	43.6	30.9	25.5	56.4
	4	66	100	20.6	54	25.4	79.4
	5	67	100	21	46.8	32.3	79
	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
<b>Science</b>							
<b>2010</b>	3	37	100	51.5	36.4	12.1	48.5
	4	71	100	26.6	68.8	4.7	73.4
	5	24	100	27.3	63.6	9.1	72.7
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	3	33	100	44.8	41.4	13.8	55.2
	4	66	100	28.6	68.3	3.2	71.4
	5	34	100	50	40.6	9.4	50
	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
<b>Social Studies</b>							
<b>2010</b>	3	37	100	26.5	47.1	26.5	73.5
	4	71	100	26.6	67.2	6.3	73.4
	5	27	100	18.5	55.6	25.9	81.5
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	3	30	96.7	34.6	42.3	23.1	65.4
	4	66	100	27	60.3	12.7	73
	5	33	100	36.7	40	23.3	63.3
	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
<b>Writing</b>							
<b>2010</b>	3	74	97.3	56.1	28.8	15.2	43.9
	4	73	100	26.2	47.7	26.2	73.8
	5	52	100	26	40	34	74
	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
<b>2011</b>	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	67	100	19.4	56.5	24.2	80.6
	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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