

FOREST ACRES ELEMENTARY

401 McAlister Rd
Easley, SC 29642

Grades	PK-5 Elementary School	
Enrollment	674 Students	
Principal	Darian L Byrd	864-397-1800
Superintendent	Henry H. Hunt, Ph.D.	864-397-1000
Board Chair	Alex Saitta	864-397-1029

THE STATE OF SOUTH CAROLINA
2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	**Excellent**	**Excellent**
2010	Excellent	Excellent
2009	Excellent	Excellent
2008	Excellent	Good
2007	Good	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

FOREST ACRES ELEMENTARY	11/09/11-3901018

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

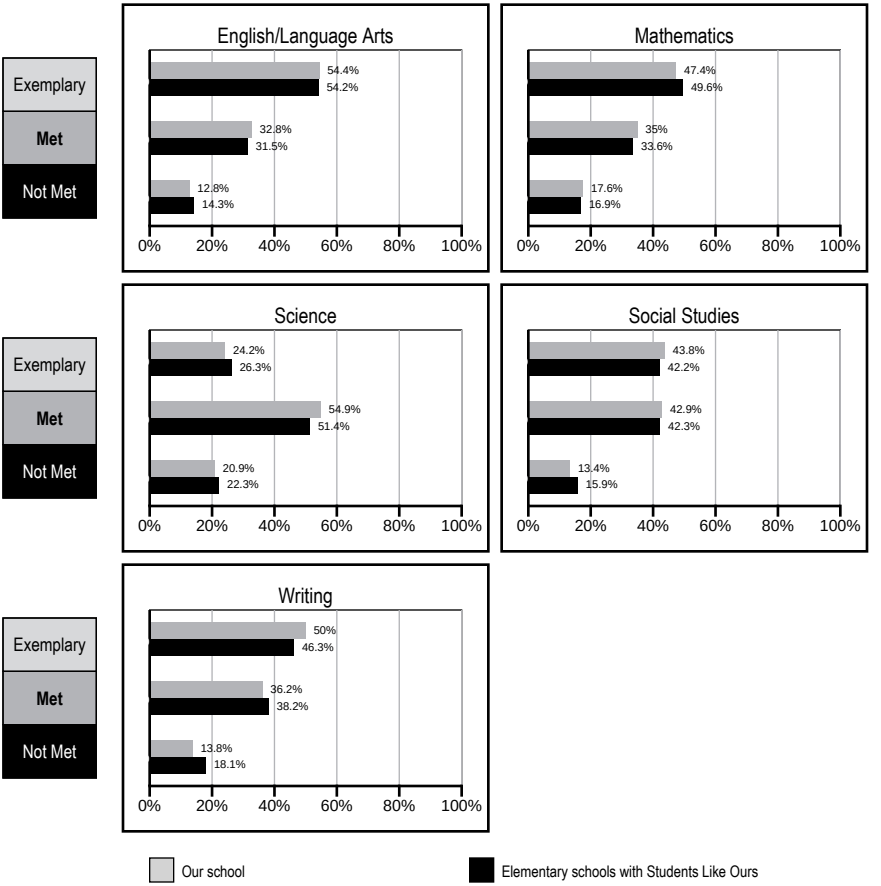
Percent of students tested in 2010-11 whose 2009-10 test scores were located	97.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
29	13	1	2	0

* 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
Students (n=674)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.6%	Down from 0.9%	0.8%	1.1%
Attendance rate	96.8%	Up from 96.6%	96.5%	96.2%
Served by gifted and talented program	29.9%	Up from 26.3%	22.0%	13.4%
With disabilities other than speech	3.2%	Down from 7.1%	4.7%	4.1%
Older than usual for grade	0.1%	Down from 0.5%	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=43)				
Teachers with advanced degrees	65.1%	No Change	63.6%	62.5%
Continuing contract teachers	95.3%	Up from 90.7%	89.6%	88.2%
Teachers returning from previous year	90.8%	No Change	87.9%	87.8%
Teacher attendance rate	96.8%	Up from 96.2%	95.4%	95.2%
Average teacher salary*	$48,105	Down 0.4%	$48,174	$46,773
Professional development days/teacher	7.4 days	Down from 12.0 days	9.6 days	10.5 days
School				
Principal's years at school	1.0	Down from 2.0	4.0	4.0
Student-teacher ratio in core subjects	23.1 to 1	Up from 22.5 to 1	21.0 to 1	19.9 to 1
Prime instructional time	92.8%	Up from 92.2%	91.2%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Average	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	$7,169	Up 3.6%	$7,105	$7,447
Percent of expenditures for instruction**	65.0%	Up from 64.8%	68.8%	68.4%
Percent of expenditures for teacher salaries**	63.2%	Up from 61.4%	67.8%	65.8%

* 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 Elementary School faculty and staff provide exemplary instruction for ALL children in a caring and safe environment. Our faculty and staff share the same high expectations as the parents: a safe, clean environment where all children experience academic success. Our community actively seeks a role in the education and celebration of our children.

Our children benefit from this strong partnership with our community, as has been evidenced by again being recognized by the State Department of Education as a Palmetto Gold Award winner. Forest Acres also proudly achieved the Education Oversight Committee's Award for Closing the Achievement Gap in recognition for closing the achievement gap among students of differing economic, racial, and ethnic groups. Our number one goal at Forest Acres is Academic Achievement. Our percentage of students meeting standards on PASS exceeded the state in Math, ELA, Science, and Social Studies. We utilized MAP Testing (Measures of Academic Progress) in grades K5 through five. On both PASS and MAP, Forest Acres' students scored at or above the district average at all grade levels in both Reading and Math.

Students are provided a myriad of enrichment activities and learning based field trips which include a fifth-grade trip to Tybee Island, Georgia to study marsh and beach ecology. We have the QUEST program for Academically Advanced and Gifted students. Our PTA sponsors week-long artists-in-residency to enhance our school's arts program. We provide extended day activities through an After School Care program, after-school academic assistance, and a summer 'Seekers' skills program.

Outdoor learning environments offer students the opportunity to interact with environment. A water garden provides students with space to study weather, plant life, and seasons. A nature trail and outdoor lab allows students the opportunity to have science classes outdoors. This past year, our PTA enhanced our building by equipping our Science Lab enabling our students to experience hands on lessons to improve instruction.

We believe service learning and service to our community are important aspects of our offerings to students. Our active Student Council lead many efforts in this area each year. These are vehicles for our students to learn good citizenship and compassion for others. Among our student and staff efforts are gathering canned goods for a local food bank, collecting toys for Country Santa, Angel Tree giving to families in need at Christmas, Share the Warmth, Jump Rope for Heart, Special Olympics, and the Dollars for Donation effort for the Japan disaster.

Due to the dedication and commitment of the staff of Forest Acres and the support and pride of our parents and community, our accolades are many. We seek to continue maintaining high standards and achievement and meeting the needs of our diverse student population. Together, we are working to embody our mission to build "Foundations of Academic Excellence" at FAE.

Darian L. Byrd, Principal / Donna Oliva, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	41	109	68
Percent satisfied with learning environment	97.6%	85.2%	95.6%
Percent satisfied with social and physical environment	100.0%	82.6%	98.5%
Percent satisfied with school-home relations	92.1%	88.9%	92.6%

* 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

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. 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	0.1%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.8%	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

FOREST ACRES ELEMENTARY										11/09/11-3901018
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 = 79.4% (Met or Exemplary)										
All Students	340	98.5	12.4	33.5	54.1	92.7	86.5	82.4	Yes	Yes
Gender										
Male	185	98.9	14.3	36.3	49.5	91.2	83.5	78.7	N/A	N/A
Female	155	98.1	10.1	30.2	59.7	94.6	89.8	86.2	N/A	N/A
Racial/Ethnic Group										
White	272	98.9	10.1	32.2	57.7	95.5	88.1	88.9	Yes	Yes
African American	42	95.2	26.3	36.8	36.8	76.3	74.2	72.9	I/S	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	96.9	93	I/S	I/S
Hispanic	18	100	22.2	33.3	44.4	83.3	79.6	79.3	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	78.8	83	I/S	I/S
Disability Status										
Disabled	30	86.7	38.5	50	11.5	69.2	56.2	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	16	100	25	37.5	37.5	81.3	80.4	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	116	97.4	21.8	41.8	36.4	88.2	80.4	75.4	Yes	Yes
Mathematics - State Performance Objective = 79.0% (Met or Exemplary)										
All Students	340	99.7	18.5	34.9	46.6	88.1	83.8	81.9	Yes	Yes
Gender										
Male	185	100	20.7	33.2	46.2	87.5	82	79.9	N/A	N/A
Female	155	99.4	15.9	37.1	47	88.7	85.7	84.1	N/A	N/A
Racial/Ethnic Group										
White	272	100	14.8	35.2	50	92.2	85.6	88.9	Yes	Yes
African American	42	97.6	41	30.8	28.2	64.1	68.5	71.4	I/S	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	91.4	94.6	I/S	I/S
Hispanic	18	100	27.8	33.3	38.9	72.2	78.2	81.1	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	93.9	84.4	I/S	I/S
Disability Status										
Disabled	30	100	53.3	43.3	3.3	60	52	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	16	100	37.5	31.3	31.3	68.8	80.8	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	116	99.1	31.3	39.3	29.5	81.3	77	74.9	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	223	100	21.4	54.5	24.1	78.6	75.8	68.6
Gender								
Male	123	100	15.4	57.7	26.8	84.6	75.4	68.3
Female	100	100	28.9	50.5	20.6	71.1	76.3	68.9
Racial/Ethnic Group								
White	185	100	15.8	57.9	26.2	84.2	78.7	80.7
African American	23	100	59.1	31.8	9.1	40.9	53.2	51.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	86.8	85.3
Hispanic	11	100	36.4	36.4	27.3	63.6	65	61.6
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	68.2	70.8
Disability Status								
Disabled	20	100	35	50	15	65	43	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	66.3	60.7
Socio-Economic Status								
Subsidized meals	74	100	36.1	45.8	18.1	63.9	66.1	57.3
Social Studies								
All Students	224	100	14.5	42.5	43	85.5	77.5	72.5
Gender								
Male	125	100	12.9	39.5	47.6	87.1	77.4	72
Female	99	100	16.5	46.4	37.1	83.5	77.6	73.1
Racial/Ethnic Group								
White	179	100	12.4	39.5	48	87.6	79	81
African American	26	100	24	56	20	76	64.4	60
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	91.6	89
Hispanic	12	100	16.7	58.3	25	83.3	73.4	69.6
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	63.6	73.5
Disability Status								
Disabled	17	100	47.1	41.2	11.8	52.9	46.3	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	12	100	16.7	66.7	16.7	83.3	78	69.7
Socio-Economic Status								
Subsidized meals	76	100	24.3	45.9	29.7	75.7	68.9	62.9

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	133	97.7	13.8	36.2	50	86.2	79.6	73.2	96.8	96
Gender										
Male	67	95.5	14.1	43.8	42.2	85.9	73.1	67.2	96.6	96
Female	66	100	13.6	28.8	57.6	86.4	86.1	79.4	97	96
Racial/Ethnic Group										
White	107	97.2	8.7	33.7	57.7	91.3	81.6	81.5	96.7	95.9
African American	17	100	35.3	52.9	11.8	64.7	66.5	61.3	97.5	96.5
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	82.4	87	98.2	97.9
Hispanic	6	I/S	I/S	I/S	I/S	I/S	67.5	66.7	96.5	96.3
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	72.2	93.1	95.7
Disability Status										
Disabled	18	83.3	60	33.3	6.7	40	34	26	95.1	95.1
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	99
English Proficiency										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	72.2	65.7	96.4	97.4
Socio-Economic Status										
Subsidized meals	45	93.3	26.2	45.2	28.6	73.8	70.9	63.2	96.1	95.4

Abbreviations for Missing Data

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

FOREST ACRES ELEMENTARY							11/09/11-3901018
PASS Performance By Grade Level							
	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	105	99.1	7.1	20.4	72.4	92.9
	4	135	99.3	14.5	42	43.5	85.5
	5	113	98.2	5.6	38	56.5	94.4
	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
2011	3	102	97.1	9.3	15.5	75.3	90.7
	4	107	99.1	10.6	43.3	46.2	89.4
	5	131	99.2	16.2	39.2	44.6	83.8
	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
Mathematics							
2010	3	105	99.1	11.2	23.5	65.3	88.8
	4	135	100	16	38.2	45.8	84
	5	113	98.2	10.2	36.1	53.7	89.8
	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
2011	3	102	100	18	24	58	82
	4	107	100	13.3	45.7	41	86.7
	5	131	99.2	23.1	34.6	42.3	76.9
	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							
2010	3	54	98.2	22	46	32	78
	4	134	99.3	18.6	58.9	22.5	81.4
	5	56	100	14.3	55.4	30.4	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
2011	3	52	100	27.5	25.5	47.1	72.5
	4	107	100	15.2	72.4	12.4	84.8
	5	64	100	26.6	48.4	25	73.4
	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

Abbreviations for Missing Data

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

FOREST ACRES ELEMENTARY							11/09/11-3901018
PASS Performance By Grade Level							
	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	50	100	4.3	46.8	48.9	95.7
	4	133	100	12.4	35.7	51.9	87.6
	5	55	96.4	13.7	41.2	45.1	86.3
	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
2011	3	51	100	14	32	54	86
	4	107	100	12.4	44.8	42.9	87.6
	5	66	100	18.2	47	34.8	81.8
	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
Writing							
2010	3	106	99.1	6.1	31.3	62.6	93.9
	4	135	97.8	18.8	28.9	52.3	81.3
	5	113	97.4	8.4	29	62.6	91.6
	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
2011	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	133	97.7	13.8	36.2	50	86.2
	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