

## Nevitt Forest Elementary School

1401 Bolt Drive  
Anderson, SC 29621

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	405 Students	
<b>Principal</b>	David Pressley	864-260-5190
<b>Superintendent</b>	Betty T. Bagley	864-260-5000
<b>Board Chair</b>	Mr. Al Norris	864-226-1948

# THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2012</b>	<b>Average</b>	<b>Good</b>
2011	Average	Good
2010	Average	Good
2009	Average	Good
2008	Below Average	Good

## 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://www.eoc.sc.gov>

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

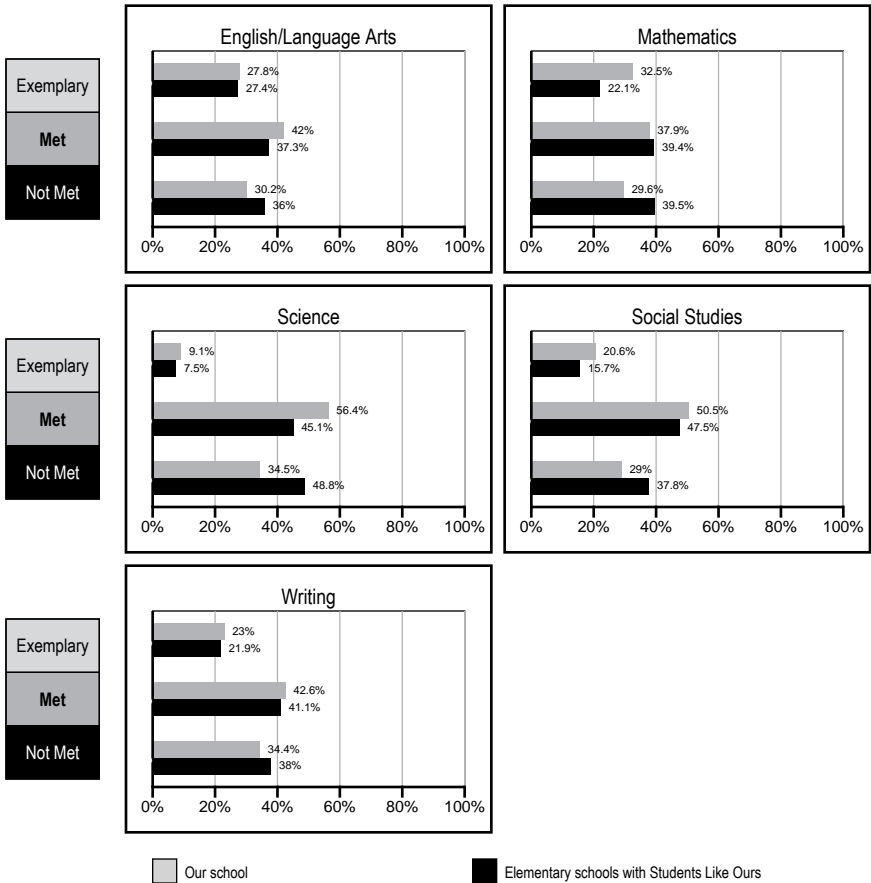
Percent of students tested in 2011-12 whose 2010-11 test scores were located | 96.3%

**ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
2	12	89	48	20

\* Ratings are calculated with data available by 11/07/2012.

**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

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## School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=405)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.0%	No Change	1.3%	1.0%
Attendance rate	95.3%	Up from 94.7%	96.3%	96.6%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.5%	Up from 0.0%	0.0%	0.0%
<b>Teachers (n=37)</b>				
Teachers with advanced degrees	59.5%	Up from 51.4%	62.5%	63.0%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	85.2%	Up from 83.2%	85.3%	88.7%
Teacher attendance rate	N/R	N/R	95.3%	95.1%
Average teacher salary*	\$43,352	Up 3.0%	\$45,194	\$47,210
Professional development days/teacher	0.3 days	Down from 13.3 days	9.6 days	10.5 days
<b>School</b>				
Principal's years at school	5.0	Up from 4.0	4.0	4.0
Student-teacher ratio in core subjects	15.5 to 1	Down from 16.8 to 1	18.2 to 1	20.0 to 1
Prime instructional time	N/R	N/R	90.6%	90.5%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	75.0%	Down from 99.0%	100.0%	100.0%
Character development program	Below Average	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$7,437	Down 10.6%	\$8,308	\$7,247
Percent of expenditures for instruction**	65.2%	Down from 69.8%	66.2%	68.2%
Percent of expenditures for teacher salaries**	63.5%	Down from 65.9%	63.1%	65.7%

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

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

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## Report of Principal and School Improvement Council

Nevitt Forest Community School of Innovation is a diverse neighborhood school situated within a short distance from local businesses in downtown Anderson. Our learning environment ranges from an extended before and after school program to an all day school for children in kindergarten through 5th grade. Nevitt Forest receives funds through Title I and a 21st Century grant, as well as other federal and state programs, to provide additional reading and math assistance to students. Nevitt Forest maintains high standards of instruction by hiring highly qualified teachers. Our school has been designated a 2010-2013 Exemplary Writing School by the state department of education and has been designated a Silver Flag recipient among other awards. Since its inception, additions and renovations have been made to accommodate the growing needs of the community and the school. Today, Nevitt Forest houses state of the art technology in all classrooms and labs to enhance learning and prepare our students to compete in an ever changing, technologically advanced global society. Students and faculty are able to enhance teaching and learning through the use of a new iMac desktop computer lab and a mobile MacBook lab. Each classroom is equipped with a Smart Board, ELMO, and LCD projector. Teachers and students have access to iPods, iPads, and Smart Response Kits for educational enrichment and extended learning opportunities. The faculty and staff are committed to providing students with the tools they will need for successful school and real world applications. Quality instruction, continuous staff development, continuous technology upgrades, science inquiry and enrichment training, and math investigations provide students with access to core knowledge and information needed to be competitive. Through the use of innovative teaching strategies and best practices for implementing standards-based instructions, our teacher ensure that students at Nevitt Forest have the opportunity to build a foundation that will prepare them for life beyond the school experience. Teachers work together to ensure instructions are rigorous and that they are meeting the needs of all students. Our commitment to the whole child and the community we serve is evident as we plan various ways that parents can come into our school and work with their children. The strong home/school relationship is essential for the success of our students. PTO programs focus on literacy, science, math, and community support events. This year we held special programs which not only highlighted our school but also healthy initiatives and community resources. The Nevitt Forest Community School of Innovation family is proud of how far we have come and the plans we have for an even brighter future. We realize that the success of our students will depend on the quality of their educational and social experience. We are extremely excited about the opportunities the new school year will bring and look forward to working with our students and parents to provide a foundation that will serve as the genesis of a life changing experience.

David E. Pressley, Principal

Brandy McDavid, SIC Chair

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	37	76	46
Percent satisfied with learning environment	91.9%	96.0%	65.2%
Percent satisfied with social and physical environment	97.3%	89.0%	73.3%
Percent satisfied with school-home relations	45.9%	87.7%	68.9%

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

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## ESEA/Federal Accountability Rating System

In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

<b>Overall Weighted Points Total</b>	<b>93.0</b>
<b>Overall Grade Conversion</b>	<b>A</b>

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

## Accountability Indicator for Title I Schools

Nevitt Forest Elementary School school has been designated as a:

- Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- Title I Priority School – one of the 5% lowest performing Title I schools.
- Title I School – does not qualify as Reward, Focus or Priority School.
- Non-Title I School – therefore the designations above are not applicable.

## Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.3%	2.6%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.1%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.3%	94.0%*	Yes

\* Or greater than last year

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Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
<b>Grades 3-5</b>						
All Students	641.8	649.3	621.7	624.7	100.0	100.0
Male	641.5	652.1	618.6	627.9	100.0	100.0
Female	642.1	646.4	625.1	621.6	100.0	100.0
White	N/A	N/A	N/A	N/A	N/A	N/A
African American	639.8	646.3	619.4	622.6	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	637.6	643.8	617.4	622.3	100.0	100.0
Annual Measurable Objective (AMO)	630.0	630.0	630.0	630.0	95.0	95.0

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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>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>2012</b>	3	68	100	27.9	39.3	32.8	72.1
	4	52	100	29.2	37.5	33.3	70.8
	5	63	100	33.3	48.3	18.3	66.7
	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
<b>Mathematics</b>							
<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>2012</b>	3	68	100	42.6	37.7	19.7	57.4
	4	52	100	29.2	27.1	43.8	70.8
	5	63	100	16.7	46.7	36.7	83.3
	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>Science</b>							
<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
<b>2012</b>	3	35	100	60	33.3	6.7	40
	4	52	100	22.9	70.8	6.3	77.1
	5	33	100	28.1	56.3	15.6	71.9
	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

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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>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>2012</b>	3	33	100	48.4	35.5	16.1	51.6
	4	52	100	12.5	66.7	20.8	87.5
	5	30	100	35.7	39.3	25	64.3
	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>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
<b>2012</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	64	100	34.4	42.6	23	65.6
	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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