



Forsyth Academy

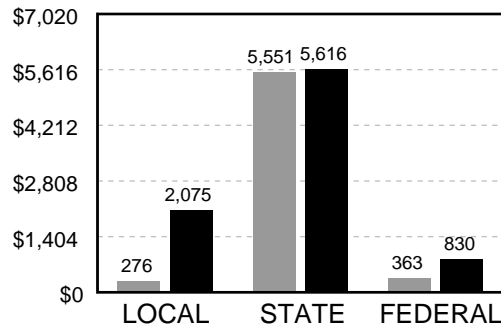
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Grades K-8
 Regular School
 Traditional Calendar

FINANCIAL SUPPORT

Source of Funds (Amount per Student)

Charter schools in North Carolina operate with funding from local, state, and federal sources. The financial support reflected in these numbers includes all expenses concerned with operating a charter school, including teacher and administrator salaries, textbooks, and other educational supplies and materials.



■ Charter School ■ State Average

SCHOOL PROFILE

School Size

The total number of students in our school and the average number of students in schools with similar grade ranges in the state.

OUR SCHOOL	STATE
643	402

Average Class Size

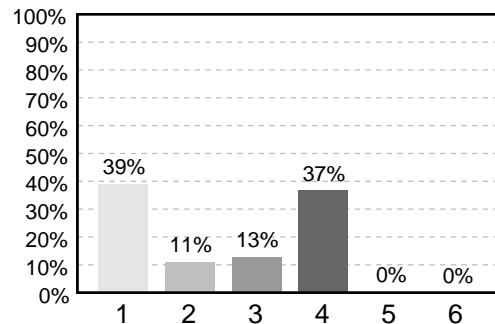
The average number of students enrolled in a "typical" K-8 classroom.

	OUR SCHOOL	STATE
Kindergarten	20	19
Grade 1	22	19
Grade 2	16	19
Grade 3	23	19
Grade 4	20	20
Grade 5	23	21
Grade 6	23	21
Grade 7	21	21
Grade 8	18	20

Use of Funds

Education is a labor-intensive enterprise, as reflected in the accompanying chart. Salaries for teachers and other staff are usually the largest expense in a charter school. State and federal funds are generally allotted for specific purposes, services, or programs.

■ 1. Salaries ■ 3. Supplies & Materials ■ 5. Equipment
 ■ 2. Benefits ■ 4. Purchased Services ■ 6. Other



HIGH STUDENT PERFORMANCE

Performance of Students in Each Grade on the ABCs End-of-Grade Tests

Percentage of Students' Scores At or Above Grade Level

	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8		OVERALL	
	Reading	Math	Reading	Math	Reading	Math	Reading	Math	Reading	Math	Reading	Math	Reading	Math
Our School	48.6%	70.0%	50.8%	67.2%	46.4%	62.3%	56.5%	79.7%	45.3%	51.6%	53.8%	73.8%	50.3%	67.6%
State	54.5%	73.2%	59.2%	72.8%	55.6%	69.6%	59.3%	68.2%	51.1%	67.3%	54.2%	68.2%	55.6%	69.9%

N/A = Fewer than five students

*New reading tests based on revised Standard Course of Study

SAFE, ORDERLY AND CARING SCHOOLS

School Safety

The number of acts of crime or violence reported below includes all acts occurring in school, at a bus stop, on a school bus, on school grounds, or during off-campus, school-sponsored activities.

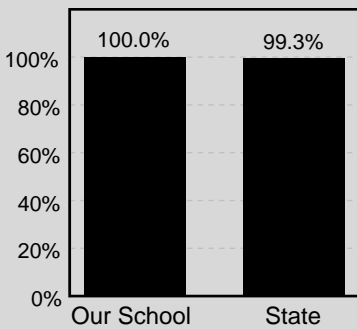
Out of 643 students in our school, there were a total of 0 act[s] of crime or violence.

The number of acts of crime or violence reported per 100 students:

OUR SCHOOL	0
STATE	1

Access to Technology

Percentage of classrooms connected to the Internet



To learn more about federal No Child Left Behind (NCLB) requirements, visit <http://www.ncpublicschools.org/nclb/>

For information about the ABCs of Public Education and Adequately Yearly Progress (AYP), visit <http://www.ncpublicschools.org/accountability/>

Performance of Each Student Group on the ABCs End-of-Grade Tests

Percentage of Students, Grouped by Gender, Ethnicity, and Other Factors, Who Passed BOTH the Reading and Math Tests

	Male	Female	White	Black	Hispanic	Amer. Indian	Asian Pacific Islander	Multi-Racial	E.D.	N.E.D.	L.E.P.	Migrant Students	Students with Disabilities
Our School	39.5%	47.8%	63.2%	38.1%	27.6%	N/A	83.3%	N/A	35.4%	54.3%	N/A	N/A	18.2%
# of tests taken	172	226	106	223	58	0	6	5	212	186	0	0	44
State	48.6%	53.2%	64.4%	29.5%	34.6%	34.6%	65.9%	51.7%	33.3%	66.9%	19.8%	18.8%	21.3%

E.D. = Economically Disadvantaged N.E.D. = Not Economically Disadvantaged L.E.P. = Limited English Proficiency
 N/A = Fewer than five students *New reading tests based on revised Standard Course of Study

Adequate Yearly Progress (AYP) Results

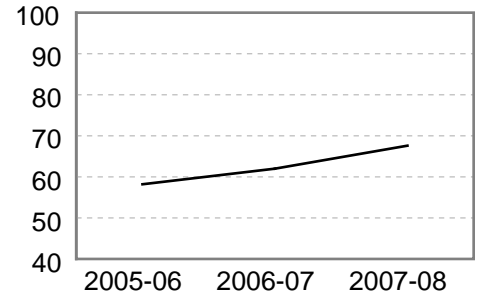
North Carolina has set target goals that schools must meet to make Adequate Yearly Progress (AYP) under the federal No Child Left Behind act.

Our school did not make adequate yearly progress.
 Our school met 23 out of 25 AYP targets.

In any group where the percentage of students at a grade level is greater than 95% or less than 5%, the actual values may not be displayed because of federal privacy regulations. In these cases the results will be shown as >95% or <5% for the group.

Three-Year Trend of Student Performance on the ABCs End-of-Grade Math Tests

Percentage of students at or above grade level for the past three years.



* A multi-year trend for reading is not available for 2007-08 because of new tests based on the revised Standard Course of Study.

School Performance

Each year, schools in North Carolina may receive several designations based on their performance on the state's ABCs tests. These designations are awarded on the basis of the percentage of students performing at grade level and on whether students have learned as much as they are expected to learn in one year. The designations earned by your school are displayed below, followed by a brief description of each designation.

Our School's Designation(s): No Recognition

DESIGNATION	PERFORMANCE: STUDENTS PERFORMING AT GRADE LEVEL	GROWTH: LEARNING ACHIEVED IN ONE YEAR			PERCENT OF SCHOOLS WITH DESIGNATION IN THE STATE
		High Growth	Expected Growth	Expected Growth Not Achieved	
HONOR SCHOOL OF EXCELLENCE	At least 90% of students at grade level and the school made adequate yearly progress (AYP)				3%
SCHOOL OF EXCELLENCE	At least 90% of students at grade level				0%
SCHOOL OF DISTINCTION	At least 80% of students at grade level				12%
SCHOOL OF PROGRESS	At least 60% of students at grade level				54%
NO RECOGNITION	60 to 100% of students at grade level			✓	4%
PRIORITY SCHOOL	50 to 60% of students at grade level, OR Less than 50% of students at grade level				24%
LOW PERFORMING	Less than 50% of students at grade level				3%

Keeping you informed

More information about your school is available on the NC School Report Cards website at:
<http://www.ncreportcards.org>

QUALITY TEACHERS

	Total Number of Classroom Teachers*	Fully Licensed Teachers	Classes Taught by Highly Qualified Teachers
Our School	42	76%	87%
State	30	92%	97%

* The total number of teachers in this school and the average number of teachers in schools with similar grade ranges at the district and state level.



Forsyth Academy

- 1) Percentage of students not tested disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and economically disadvantaged:

Subject	All Students	American Indian	Asian	Black	Hispanic	Multi-Racial	White	Female	Male	Disability Status	Migrant Status	English Proficiency	Economically Disadvantaged
Reading	<5	N/A	N/A	<5	<5	N/A	<5	<5	<5	<5	N/A	N/A	<5
Math	<5	N/A	N/A	<5	<5	N/A	<5	<5	<5	<5	N/A	N/A	<5

- 2) The most recent two-year trend in student achievement in each subject area and for each grade level on the EOG Assessments:

The Percentage of Students' Scores At or Above Grade Level				
	Reading		Math	
	2006-07	2007-08	2006-07	2007-08
Grade 3	81.7	48.6	59.2	70.0
Grade 4	79.5	50.8	67.9	67.2
Grade 5	86.4	46.4	44.4	62.3
Grade 6	78.9	56.5	56.3	79.7
Grade 7	>95	45.3	77.0	51.6
Grade 8	88.2	53.8	70.6	73.8
Total	85.0	50.2	62.0	67.4

- 3) Information on the performance of schools including names of each school identified for improvement:

Forsyth Academy is a single-school LEA; it was not identified for improvement in 2007-08.

- 4) The annual increase in the percentage of teachers who are receiving high quality professional development; and 5) the annual increase in the percentage of highly qualified teachers if not 100%.

Teacher Receiving High Quality Professional Development		Percent of Highly Qualified Teachers*		
2006-07	2007-08	2006-07	2007-08	2006-07 to 2007-08 Annual Increase
100%	100%	100%	93.3%	-6.7%

**Note: Forsyth Academy is working to ensure that all non-Highly Qualified teachers become Highly Qualified. Forsyth Academy has developed a plan for each teacher identified as not Highly Qualified and is utilizing its funds to support each teacher in the execution of that plan and intends to have 100% of teachers Highly Qualified as soon as possible. Further, Highly Qualified teacher analysis is as of June 2008.*

Student academic and demographic data represented herein has been drawn from the North Carolina Department of Public Instruction website. It can be reviewed at <http://www.ncpublicschools.org>