



FAIR-OAK ELEMENTARY

1964 Oakway Road
Westminster, South

Grades	PK-3 Elementary School	
Enrollment	447 Students	
Principal	Carolyn Harris	864-886-4505
Superintendent	Dr. Mike Lucas	864-886-4400
Board Chair	Andy Inabinet	864-710-0796

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Below Average
2009	Average	At-Risk
2008	Average	Below Average
2007	Average	Average
2006	Average	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 GOAL

By 2010, SC'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.

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.

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

Percent of students tested in 2009-10 whose 2008-09 test scores were located

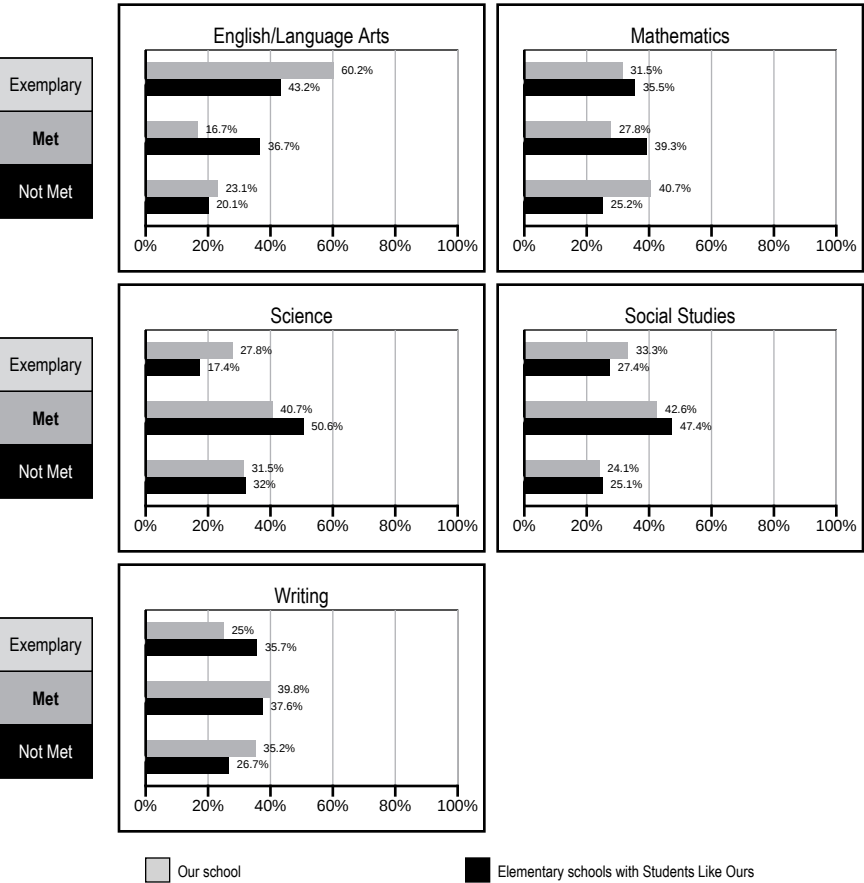
100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
13	32	52	1	0

* Ratings are calculated with data available by 03/09/2011.

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=447)				
First graders who attended full-day kindergarten	99.0%	Up from 94.6%	100.0%	100.0%
Retention rate	1.7%	Up from 1.2%	1.2%	1.2%
Attendance rate	95.6%	Down from 96.1%	96.1%	96.1%
Eligible for gifted and talented	11.2%	Up from 7.2%	13.5%	11.7%
With disabilities other than speech	9.8%	Down from 10.6%	8.5%	8.0%
Older than usual for grade	0.3%	Up from 0.0%	0.3%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=32)				
Teachers with advanced degrees	50.0%	Up from 45.5%	57.8%	60.5%
Continuing contract teachers	93.8%	Up from 90.9%	85.3%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	81.9%	Down from 82.2%	86.9%	87.0%
Teacher attendance rate	97.1%	Up from 92.4%	95.6%	95.4%
Average teacher salary*	\$46,521	Up 0.9%	\$47,303	\$47,288
Professional development days/teacher	12.3 days	Up from 6.9 days	10.1 days	10.5 days
School				
Principal's years at school	6.0	Up from 5.0	4.0	4.0
Student-teacher ratio in core subjects	20.1 to 1	Up from 19.1 to 1	19.6 to 1	19.2 to 1
Prime instructional time	92.3%	Up from 87.7%	91.0%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.5%	Down from 99.9%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,500	Up 9.2%	\$7,117	\$7,548
Percent of expenditures for instruction**	66.4%	Down from 67.8%	68.5%	68.7%
Percent of expenditures for teacher salaries**	64.8%	Up from 64.5%	65.0%	65.1%

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

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

The support of Fair-Oak families and community and a dedicated staff are the keys to the successful progress of our students. As our school develops the cognitive, physical, and emotional components of children's lives, the number of third graders reading at or above grade level increases annually. Reading at or above grade level is crucial to their graduating from high school and their futures. We introduce this goal to students when they enter our school as four or five year olds. As a leader in developing early literacy skills, all kindergarten and first grade teachers implemented Sounds in Motions, a phonetic instructional strategy that combines movement with learning letters and sounds. Programs such as this one accelerate students' progress as readers. The 2010 Spring Text Level reading results clearly showed our students' progress, as 74% of first graders read on and above grade level. Of this 74%, 47% read above average.

Combining a solid balanced reading program with extensive training on the revised edition of the Everyday Mathematics program, students received reading and math skills to accelerate beyond expectations. This was evident in the 2010 spring Measuring Academic Progress tests. As a district pilot year, first graders scored beyond their growth Math and Reading RIT targets and exceeded the National Mean Math and Reading Scores by four points. Second graders scored above the National Mean in Math and also surpassed their growth RIT targets in Math and in Reading. Our third graders scored above the National Mean RIT results in Reading, Math, and Language, and surpassed the growth RIT targets in Reading and Math. It is evident these scores reveal that our children are advancing in Reading and Math.

Extensive staff development training contributed to this progress. As the first year for seven Early Release staff development sessions, Professional Learning Communities developed and implemented extensive integrated units of studies. These units broadened and enhanced science and social studies lessons.

To boost students' emotional growth, the Positive Behavior Intervention team continued systems of positive rewards for following the R.A.C.E. (Respect, Achieve, Cooperate, Eager to Learn) expectations. In addition, analyzing behavior referral data facilitated a climate of respect for others and the promotion of high academic achievement. Also, through the support of our PTO and families, our walking track was paved in order to extend physical activity opportunities for our students and their families.

This collaborative effort of our community and our families builds the foundation for our students' academic successes.

Carolyn Harris, Principal
Stephen Evatt, SIC chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	17	96	63
Percent satisfied with learning environment	100.0%	89.5%	92.1%
Percent satisfied with social and physical environment	94.1%	85.3%	95.2%
Percent satisfied with school-home relations	88.2%	85.1%	93.7%

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

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%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.6%	94.0%*	Yes

* Or greater than last year

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 = 58.8% (Met or Exemplary)

All Students	114	98.3	22.7	16.4	60.9	86.4	83.6	83.5	Yes	Yes
Gender										
Male	57	98.3	21.8	10.9	67.3	87.3	80	80.1	N/A	N/A
Female	57	98.3	23.6	21.8	54.5	85.5	87.5	87	N/A	N/A
Racial/Ethnic Group										
White	109	98.2	22.6	16	61.3	85.8	85.6	89.6	Yes	Yes
African American	3	I/S	I/S	I/S	I/S	I/S	74.3	74.6	I/S	I/S
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	89.2	92.7	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	76.7	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	84.6	85.1	I/S	I/S
Disability Status										
Disabled	25	92	62.5	16.7	20.8	58.3	52.7	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	76.1	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	73	97.3	30.4	15.9	53.6	81.2	77.8	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	114	99.1	40.9	28.2	30.9	77.3	82.6	80.4	Yes	Yes
Gender										
Male	57	98.3	36.4	27.3	36.4	83.6	80.7	78.4	N/A	N/A
Female	57	100	45.5	29.1	25.5	70.9	84.6	82.5	N/A	N/A
Racial/Ethnic Group										
White	109	99.1	41.5	27.4	31.1	77.4	84.6	87.8	Yes	Yes
African American	3	I/S	I/S	I/S	I/S	I/S	70.6	69.3	I/S	I/S
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	89.2	93.5	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	79.6	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	84.6	83.2	I/S	I/S
Disability Status										
Disabled	25	96	N/A	N/A	N/A	37.5	53.9	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	79.5	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	73	98.6	50.7	29	20.3	71	76.2	72.8	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	58	98.3	29.1	40	30.9	70.9	68.2	67.3
Gender								
Male	26	96.2	20.8	41.7	37.5	79.2	68.3	66.9
Female	32	100	35.5	38.7	25.8	64.5	68.2	67.7
Racial/Ethnic Group								
White	56	98.2	30.2	39.6	30.2	69.8	72.8	79.6
African American	1	I/S	I/S	I/S	I/S	I/S	45.7	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	77.8	84.4
Hispanic	1	I/S	I/S	I/S	I/S	I/S	51.5	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	12	91.7	45.5	36.4	18.2	54.5	39	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	49.4	58.6
Socio-Economic Status								
Subsidized meals	39	100	32.4	40.5	27	67.6	57.8	55.4

Social Studies

All Students	56	100	23.6	43.6	32.7	76.4	68.4	70.9
Gender								
Male	31	100	16.1	41.9	41.9	83.9	68.9	70.1
Female	25	100	33.3	45.8	20.8	66.7	67.8	71.7
Racial/Ethnic Group								
White	53	100	24.5	41.5	34	75.5	70.9	79.2
African American	2	I/S	I/S	I/S	I/S	I/S	56.5	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	92	86.8
Hispanic	1	I/S	I/S	I/S	I/S	I/S	58.5	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	13	100	53.8	38.5	7.7	46.2	39.5	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	60.7	68
Socio-Economic Status								
Subsidized meals	34	100	30.3	54.5	15.2	69.7	56.9	60.8

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	112	96.4	34	40.6	25.5	66	72.8	72.1	95.6	95.9
Gender										
Male	56	96.4	34	39.6	26.4	66	64.7	65.2	95.7	95.9
Female	56	96.4	34	41.5	24.5	66	81.3	79.2	95.4	95.8
Racial/Ethnic Group										
White	107	96.3	35.3	40.2	24.5	64.7	75	80.8	95.5	95.6
African American	3	I/S	I/S	I/S	I/S	I/S	63.2	59.7	96.6	96.9
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	81.6	87	98.9	98.2
Hispanic	2	I/S	I/S	I/S	I/S	I/S	61.9	64.6	96.1	96.3
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	76.9	73.4	N/A	95.9
Disability Status										
Disabled	23	91.3	N/AV	N/AV	N/AV	14.3	29.2	27.7	94.7	94.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	59.7	63.7	96.4	96.7
Socio-Economic Status										
Subsidized meals	70	95.7	38.5	43.1	18.5	61.5	63.9	61.9	95.2	95.4

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	95	100	18.5	27.2	54.3	81.5
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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
2010	3	114	98.3	22.7	16.4	60.9	77.3
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	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
Mathematics							
2009	3	95	100	28.3	42.4	29.3	71.7
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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
2010	3	114	99.1	40.9	28.2	30.9	59.1
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	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
Science							
2009	3	49	100	31.3	47.9	20.8	68.8
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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
2010	3	58	98.3	29.1	40	30.9	70.9
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	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

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	46	100	13.6	54.5	31.8	86.4
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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
2010	3	56	100	23.6	43.6	32.7	76.4
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	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
Writing							
2009	3	95	99	42.9	25.3	31.9	57.1
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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
2010	3	112	96.4	34	40.6	25.5	66
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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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