



SC Annual School Report Card Summary

FAIR-OAK ELEMENTARY

Oconee

Grades: PK-3

Enrollment: 447

Principal: Carolyn Harris

Superintendent: Dr. Mike Lucas

Board Chair: Andy Inabinet

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		AYP STATUS	NCLB IMPROVEMENT STATUS
			General Performance	Closing the Gap		
2010	Average	Below Average	TBD	TBD	Met	N/A
2009	Average	At-Risk	N/A	N/A	Met	N/A
2008	Average	Below Average	N/A	N/A	Not Met	N/A

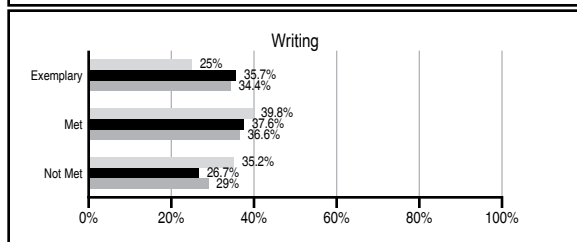
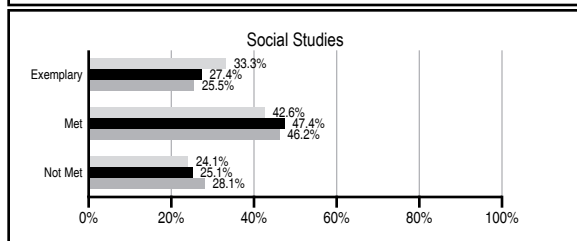
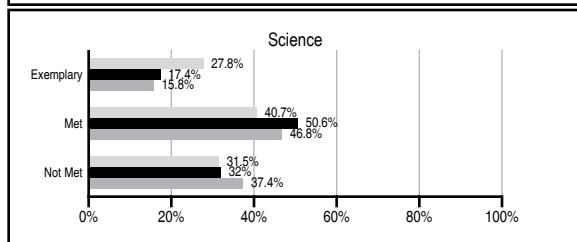
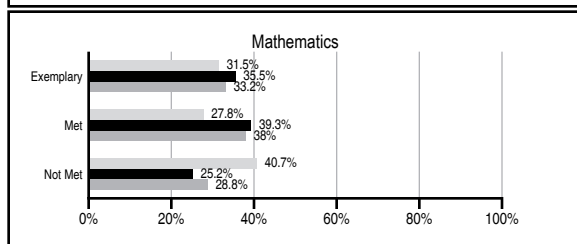
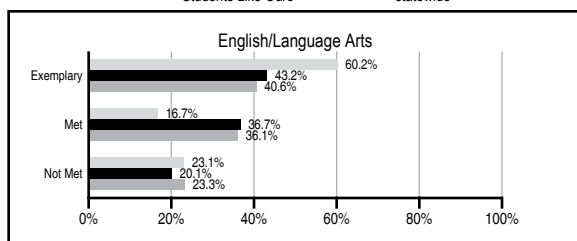
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
13	32	52	1	0

* Ratings are calculated with data available by 03/09/2011. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.

PASS PERFORMANCE

Our School Elementary Schools with Students Like Ours Elementary schools statewide



NAEP PERFORMANCE*

* Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.



SC PERFORMANCE GOAL

2010 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.

2020 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.

Abbreviations Key

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined

NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improvement Status

FAIR-OAK ELEMENTARY [Oconee]

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=447)				
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
Classes not taught by highly qualified teachers	0.0%	No Change	0.0%	0.0%
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%
% of AYP objectives met	100.0%	No Change	100.0%	100.0%

* Length of contract = 185+ days.

** Prior year audited financial data available.

EVALUATION RESULTS

	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 at this school and their parents were included.

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

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