# SC Annual School Report Card Summary

**Fair-Oak Elementary School**
**School District of Oconee**
**Grades: PK-3** **Enrollment: 411**
**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.

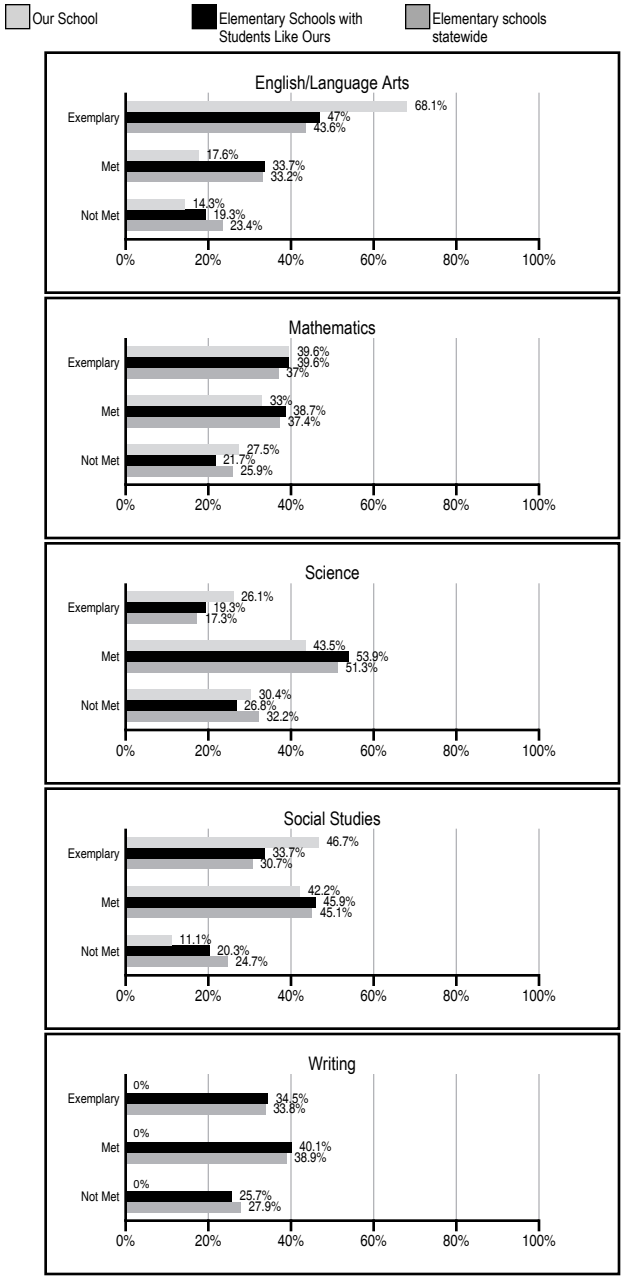
| YEAR | ABSOLUTE RATING | GROWTH RATING | PALMETTO GOLD AND SILVER AWARD | | ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM | |
|---|---|---|---|---|---|---|
| | | | General Performance | Closing the Gap | ESEA Grade | Accountability Indicator |
| 2012 | Excellent | Average | TBD | TBD | A | N/A |
| 2011 | Good | Average | N/A | N/A | Met | N/A |
| 2010 | Average | Below Average | N/A | N/A | Met | N/A |

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

| EXCELLENT | GOOD | AVERAGE | BELOW AVERAGE | AT-RISK |
|---|---|---|---|---|
| 31 | 42 | 29 | 0 | 0 |

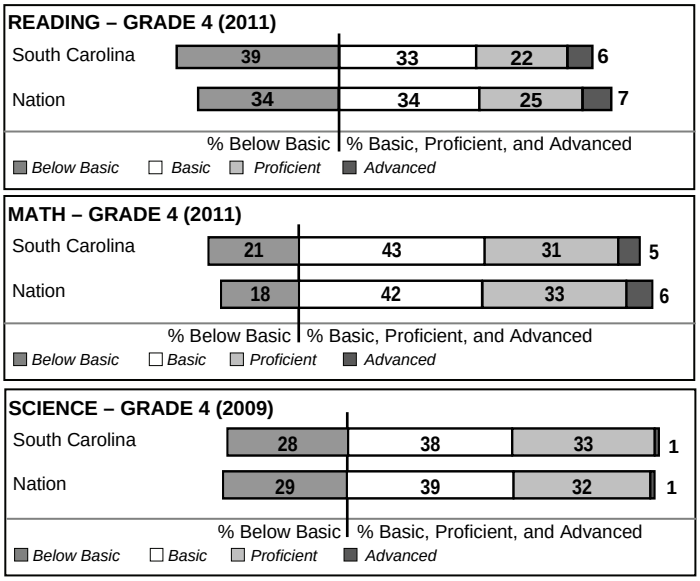
** Ratings are calculated with data available by 11/07/2012. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.*

## PASS PERFORMANCE




## NAEP PERFORMANCE*

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




### SC 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.***

**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

# Fair-Oak Elementary School [School District of Oconee]

## SCHOOL PROFILE

| | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|---|---|---|---|---|
| **Students (n=411)** | | | | |
| Retention rate | 2.1% | Up from 2.0% | 1.1% | 1.0% |
| Attendance rate | 96.1% | Up from 95.7% | 96.5% | 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 | 0.0% | No Change | 0.0% | 0.0% |
| **Teachers (n=29)** | | | | |
| Teachers with advanced degrees | 51.7% | Up from 46.7% | 61.9% | 63.0% |
| Continuing contract teachers | N/AV | N/AV | N/AV | N/AV |
| Teachers returning from previous year | 91.7% | Up from 91.4% | 89.2% | 88.7% |
| Teacher attendance rate | 93.2% | Up from 89.4% | 95.2% | 95.1% |
| Average teacher salary* | $47,140 | Up 2.8% | $47,413 | $47,210 |
| Classes not taught by highly qualified teachers | 0.0% | No Change | 0.0% | 0.0% |
| Professional development days/teacher | 13.8 days | Down from 18.3 days | 11.4 days | 10.5 days |
| **School** | | | | |
| Principal's years at school | 8.0 | Up from 7.0 | 5.0 | 4.0 |
| Student-teacher ratio in core subjects | 22.1 to 1 | Up from 18.3 to 1 | 20.2 to 1 | 20.0 to 1 |
| Prime instructional time | 88.3% | Up from 83.4% | 90.3% | 90.5% |
| 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 | Excellent | Up from Good | Excellent | Excellent |
| Dollars spent per pupil** | $8,308 | Up 2.7% | $6,788 | $7,247 |
| Percent of expenditures for instruction** | 65.5% | Down from 66.6% | 68.2% | 68.2% |
| Percent of expenditures for teacher salaries** | 62.4% | Down from 64.7% | 66.3% | 65.7% |
| ESEA composite index score | 95.0 | N/A | 92.9 | 91.9 |

* Length of contract = 185+ days.

** Prior year audited financial data available.

## EVALUATION RESULTS

| | Teachers | Students* | Parents* |
|---|---|---|---|
| Number of surveys returned | 23 | 80 | 22 |
| Percent satisfied with learning environment | 100.0% | 93.8% | 95.2% |
| Percent satisfied with social and physical environment | 100.0% | 92.5% | 100.0% |
| Percent satisfied with school-home relations | 90.9% | 95.0% | 95.5% |

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

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.

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## REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The support of Fair-Oak families, the community and a dedicated staff are the keys to the success 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 future of graduating from high school. We begin this goal for students when they enter our school as four or five year olds. As our teachers received intensive coaching on 100 Book Challenge, the reading stamina for all students increased. In addition, continuing the successful Sounds in Motion, a phonetic instructional strategy that combines movement to learning letters and sounds, our kindergarten and first grade students are better prepared for reading. This is evident in our spring reading Measuring Academic Progress and Observation Survey results. The Text Level on Observation Survey results clearly show our students' progress as 70% first graders read on and above grade level. Our second grade spring MAP reading mean results rank the highest in the district, increasing by 5 points since 2010. Third grade students rank fourth highest in the district, on the reading MAP mean score, with higher results than district and national averages. It is evident these scores reveal our children are advancing in reading. Combining a solid balanced reading initiative with high expectations for all subjects, the Fair-Oak staff received intensive training to implement the Bloom's Revised Taxonomy with all students, particularly motivating children of poverty. Building background knowledge and vocabulary is boosting results and grades.

To enhance students' emotional growth, the Positive Behavior Intervention team continued systems of positive rewards for following the R.A.C. E., R-(Respect) A-(Achieve) C- (Cooperate) E-(Eager to Learn) expectations. Students received daily mini lessons on the Chick Fil A Core Essentials and monthly incentives to purchase prizes at the school store and Victory lunches. Through the support of our PTO and families, our paved walking track extends physical activity opportunities for our students and their families before and after school.

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

Carolyn Harris, Principal
Stephanie Collins, SIC chair

**Abbreviations Key**

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