



## Fair-Oak Elementary

1964 Oakway Road  
Westminster, South

<b>Grades</b>	PK-3 Elementary School	
<b>Enrollment</b>	457 Students	
<b>Principal</b>	Carolyn Harris	864-886-4505
<b>Superintendent</b>	Dr. Michael Lucas	864-886-4400
<b>Board Chair</b>	Harry B. Mays, Jr.	864-972-3629

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Average</b>	<b>Below Average</b>
2007	Average	Average
2006	Average	Average
2005	Average	Below Average
2004	Good	At-Risk

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

**Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating**

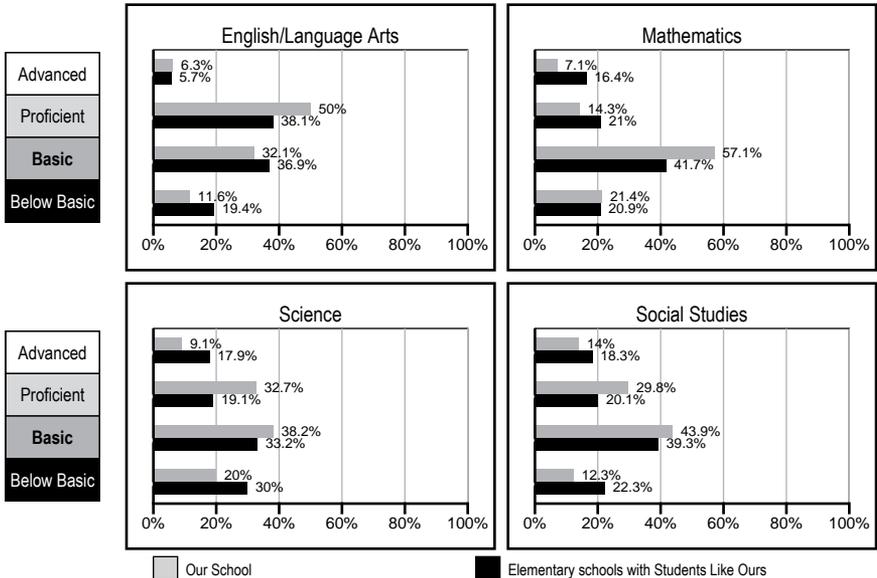
Percent of students tested in 2007-08 whose 2006-07 test scores were located | .%

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

Excellent	Good	Average	Below Average	At-Risk
0	9	69	13	1

\* Ratings are calculated with data available by September 30.

**Palmetto Achievement Challenge Tests (PACT)**



\* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

**Definition of Critical Terms**

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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
<b>Students (n=457)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.2%	Up from 1.3%	2.3%	2.3%
Attendance rate	95.5%	Down from 96.2%	96.3%	96.3%
Eligible for gifted and talented	12.7%	Up from 11.3%	10.9%	10.4%
With disabilities other than speech	9.4%	Up from 9.1%	8.4%	7.5%
Older than usual for grade	0.9%	Down from 1.2%	0.6%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=34)</b>				
Teachers with advanced degrees	44.1%	Up from 28.8%	56.5%	56.7%
Continuing contract teachers	94.1%	Up from 88.5%	80.0%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	82.9%	Down from 90.6%	87.8%	86.4%
Teacher attendance rate	92.5%	Down from 96.1%	95.0%	94.9%
Average teacher salary	\$43,447	Up 7.1%	\$45,036	\$45,345
Professional development days/teacher	18.2 days	Down from 18.9 days	12.5 days	12.6 days
<b>School</b>				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	20.4 to 1	Up from 20.1 to 1	18.6 to 1	18.5 to 1
Prime instructional time	86.2%	Down from 90.5%	89.8%	89.8%
Opportunities in the arts	Fair	Down from Good	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.5%	Up from 99.2%	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil*	\$6,479	Up 5.6%	\$6,746	\$7,052
Percent of expenditures for instruction*	72.9%	Up from 72.3%	68.9%	69.1%
Percent of expenditures for teacher salaries*	66.7%	Down from 67.2%	65.0%	64.2%

\* Prior year audited financial data are reported.

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## Report of Principal and School Improvement Council

The collaborative spirit among our families, students, staff, and community creates an atmosphere for excellence. Transitioning from a previously packed 730 student body to this year's 450 pre-k to third graders provided focus upon the best Early Childhood practices. With extra space, scheduling options, and a concerted focus for developing students cognitively, physically, and emotionally, our students achieved at higher levels in all areas. Building connections in all areas of growth and development gave students the skills to excel in tomorrow's work world. Using technology to engage students, focusing on physical development through a motor lab and daily walking club, and providing a positive emotional climate through Positive Behavior Intervention Support, our students acquired new skills.

Highly effective instructional strategies, infused with technology, provided students with interactive learning experiences. With classrooms equipped with Smartboards, projectors, and document cameras, students are active learners. The early morning computer lab opened daily at 7:20 for students to practice math and reading skills using Successmaker and continued during the day for three additional sessions per week for all students.

To help students learn to be attentive, to be coordinated, and to focus upon their early literacy skills in the classroom, we developed a motor lab to promote physical development. Initial screenings targeted students who received intensive sessions throughout the year. The end-of-year results indicated growth in physical coordination, causing students' reading progress to accelerate within the classroom. In addition, the daily early morning walking club offered all students an opportunity to energize before school. These extra physical activities stimulated students' classroom achievement.

Hiring a part-time literacy coach to lead embedded staff development and opening three literacy bookrooms boosted teachers' skills to become expert reading instructors. Combining a solid balanced reading program in the classrooms with intensive small group remedial reading instruction gave students the skills to progress beyond targeted expectations. This was evident by the 2008 spring Measuring Academic Progress tests. Our second grade students surpassed the target mean growth score in reading by three points, and third graders surpassed their target mean score in reading by two points. Also, 91% of our first graders scored at or above their grade level according to the text reading of the Observation Survey. Clearly, these reading tests revealed that our children are advancing in reading achievement. Developing children's growth physically and emotionally enhances cognitive achievement. The collaborative effort of our community and families toward our first year as pre-kindergarten through third grade school built the foundation for our students' successes.

Carolyn Harris, Principal  
Jill Neave, SIC Chair

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	24	102	67
Percent satisfied with learning environment	95.8%	94.1%	88.1%
Percent satisfied with social and physical environment	95.8%	97.1%	85.1%
Percent satisfied with school-home relations	91.7%	91.1%	89.6%

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

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School Adequate Yearly Progress

NO

This school met 12 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. Sanction: Implement the restructuring plan.
DELAY	<b>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."</b>
HOLD	<b>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."</b>

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.5%	94.0%	Yes

\* Or greater than last year

Abbreviations for Missing Data

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## PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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## English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	117	99.2	10.8	32.4	50.5	6.3	66.7	50.9	48.2	Yes	Yes
<b>Gender</b>											
Male	60	98.3	14.5	41.8	40	3.6	50.9	43	41.7	N/A	N/A
Female	57	100	7.1	23.2	60.7	8.9	82.1	59.3	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	112	99.1	11.3	31.1	50.9	6.6	65.1	54.1	60	Yes	Yes
African American	4	I/S	I/S	I/S	I/S	I/S	I/S	35.4	31.7	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	59.4	70.4	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	39.2	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	58.3	47	I/S	I/S
<b>Disability Status</b>											
Disabled	19	100	35.3	58.8	5.9	0	17.6	16.1	16	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	38	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	64	100	15.3	33.9	45.8	5.1	61	38.8	34	Yes	Yes

## Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	117	100	21.4	57.1	14.3	7.1	40.2	50.9	45.8	Yes	Yes
<b>Gender</b>											
Male	60	100	23.2	51.8	14.3	10.7	39.3	51	45.6	N/A	N/A
Female	57	100	19.6	62.5	14.3	3.6	41.1	50.9	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	112	100	22.4	56.1	14	7.5	41.1	54.9	59	Yes	Yes
African American	4	I/S	I/S	I/S	I/S	I/S	I/S	28.4	26.9	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	65.6	71.3	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	41.7	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	83.3	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	19	100	64.7	35.3	0	0	0	21.6	17.1	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	44.4	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	64	100	27.1	54.2	15.3	3.4	33.9	38.3	31.4	No	Yes

\* Adj - Adjusted to account for natural variation in performance.

## Abbreviations for Missing Data

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## PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
<b>Science</b>											
All Students	59	100	20	38.2	32.7	9.1	41.8	35.1	35.7	95.5	96.3
<b>Gender</b>											
Male	39	100	25.7	34.3	31.4	8.6	40	37	37.4	95.6	96.3
Female	20	100	10	45	35	10	45	33.1	33.8	95.4	96.2
<b>Racial/Ethnic Group</b>											
White	57	100	18.9	37.7	34	9.4	43.4	38.8	49.2	95.4	96
African American	1	I/S	I/S	I/S	I/S	I/S	I/S	15.8	17	97.1	97.2
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	50	58	N/A	96.8
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	23.1	24.9	97	97.1
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	97.4
<b>Disability Status</b>											
Disabled	13	100	36.4	63.6	0	0	0	11.9	14	94.3	95.2
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	21.3	24.4	98.1	97.3
<b>Socio-Economic Status</b>											
Subsided meals	36	100	28.1	40.6	28.1	3.1	31.3	24.2	21.1	94.9	95.7
<b>Social Studies</b>											
All Students	59	98.3	10.7	44.6	30.4	14.3	44.6	33.5	34	95.5	96.3
<b>Gender</b>											
Male	22	95.5	10	45	25	20	45	37.6	36.6	95.6	96.3
Female	37	100	11.1	44.4	33.3	11.1	44.4	29.1	31.3	95.4	96.2
<b>Racial/Ethnic Group</b>											
White	56	98.2	11.3	43.4	30.2	15.1	45.3	35.9	44.5	95.4	96
African American	3	I/S	I/S	I/S	I/S	I/S	I/S	20.9	19.1	97.1	97.2
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	62.5	58.9	N/A	96.8
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	23.5	27.5	97	97.1
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	97.4
<b>Disability Status</b>											
Disabled	7	I/S	I/S	I/S	I/S	I/S	I/S	15.8	14.4	94.3	95.2
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	21.1	27.3	98.1	97.3
<b>Socio-Economic Status</b>											
Subsided meals	29	100	22.2	33.3	29.6	14.8	44.4	22.6	21	94.9	95.7

\* Adj - 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

## PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*	
<b>English/Language Arts</b>									
<b>2007</b>	3	121	100	13.6	31.8	50	4.5	54.5	
	4	123	100	13.3	46.9	37.2	2.7	39.8	
	5	131	100	22	48.8	27.6	1.6	29.3	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	117	99.2	10.8	32.4	50.5	6.3	56.8	
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
<b>Mathematics</b>									
<b>2007</b>	3	121	99.2	13.8	56	23.9	6.4	30.3	
	4	123	100	21.2	33.6	23	22.1	45.1	
	5	131	100	16.3	52	20.3	11.4	31.7	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	117	100	21.4	57.1	14.3	7.1	21.4	
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
<b>Science</b>									
<b>2007</b>	3	63	100	23.6	43.6	20	12.7	32.7	
	4	123	99.2	22.3	33	26.8	17.9	44.6	
	5	65	100	29.3	41.4	19	10.3	29.3	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	59	100	20	38.2	32.7	9.1	41.8	
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
<b>Social Studies</b>									
<b>2007</b>	3	60	100	1.9	47.2	34	17	50.9	
	4	123	100	23.9	46.9	15.9	13.3	29.2	
	5	67	98.5	28.6	46	12.7	12.7	25.4	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	59	98.3	10.7	44.6	30.4	14.3	44.6	
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	

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