



Fairforest Elementary

1005 Mt. Zion Road
Spartanburg, South

Grades	K-5 Elementary School	
Enrollment	657 Students	
Principal	Stephen Krawczyk	864-439-5000
Superintendent	Dr. Darryl Owings	864-576-4212
Board Chair	Mr. Michael Crook	864-576-4212

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Below Average	At-Risk
2007	Average	Below Average
2006	Average	Below Average
2005	Average	At-Risk
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

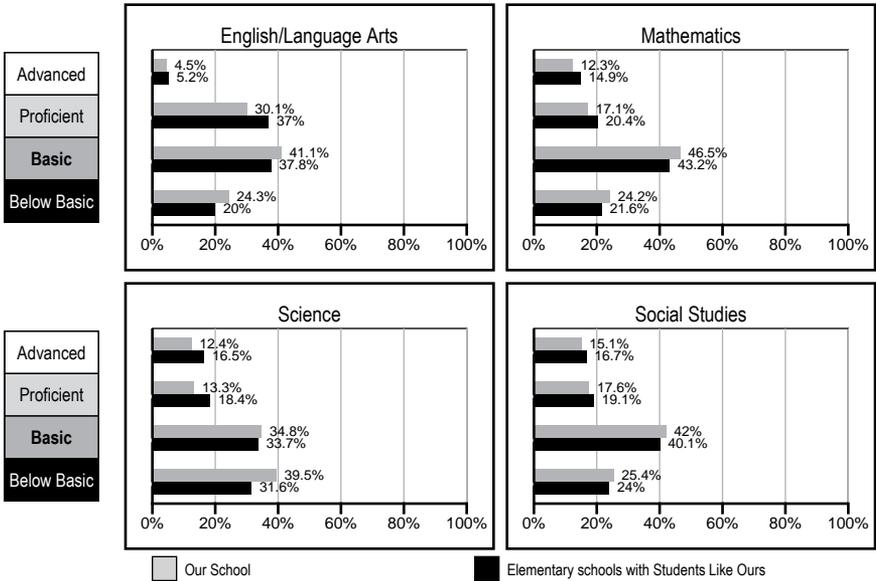
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 94.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	8	62	23	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
Students (n=657)				
First graders who attended full-day kindergarten	98.2%	Up from 95.2%	100.0%	100.0%
Retention rate	1.4%	Down from 1.7%	2.6%	2.3%
Attendance rate	96.3%	Up from 95.9%	96.3%	96.3%
Eligible for gifted and talented	11.9%	Down from 13.7%	10.5%	10.4%
With disabilities other than speech	6.2%	Down from 7.4%	8.7%	7.5%
Older than usual for grade	0.2%	No Change	0.6%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.2%	0.0%	0.0%
Teachers (n=41)				
Teachers with advanced degrees	63.4%	Down from 63.9%	57.9%	56.7%
Continuing contract teachers	70.7%	Down from 83.3%	80.5%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	86.2%	Up from 84.4%	87.8%	86.4%
Teacher attendance rate	96.4%	Up from 95.7%	94.9%	94.9%
Average teacher salary	\$45,421	Up 1.1%	\$45,384	\$45,345
Professional development days/teacher	16.4 days	Up from 14.8 days	12.6 days	12.6 days
School				
Principal's years at school	6.0	Up from 5.0	4.0	4.0
Student-teacher ratio in core subjects	22.0 to 1	Up from 21.4 to 1	18.5 to 1	18.5 to 1
Prime instructional time	92.2%	Up from 91.3%	89.8%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.6%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$5,633	Up 3.0%	\$6,890	\$7,052
Percent of expenditures for instruction*	71.3%	Down from 72.2%	68.9%	69.1%
Percent of expenditures for teacher salaries*	66.9%	Down from 68.9%	65.0%	64.2%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Fairforest Elementary School's mission is to prepare our students for life-long learning through a challenging curriculum with open communication in a safe, respectful environment. In the 2007–2008 school year, Fairforest Elementary School students worked hard to become well-rounded individuals by focusing on academics, the arts, and by giving back to their community. Our students received recognitions in each of those areas.

In 2007–2008, our school was blessed by numerous volunteers, outstanding parents, community organizations, and business partners; all of whom are committed to helping us create a safe, nurturing and inviting learning atmosphere for our students. These dedicated stakeholders have enriched our school atmosphere and enabled us to meet needs that otherwise would not have been possible.

The outstanding faculty and staff at Fairforest Elementary school understand that the academic success of our students is largely dependent upon them. As such, they work tirelessly to provide a challenging instructional program which is driven by the South Carolina Curriculum Standards, and our school and district improvement plans. Teachers received comprehensive, ongoing, professional development at both the state and local level designed to help them improve in their craft. Additionally, a number of teachers continued to work toward earning advanced degrees and additional certification areas.

Throughout the 2007–2008 school year, we continued to see a rise in student enrollment, a rise in the percentage of students who receive free or reduced lunch, and a rise in the number of students who speak English as a second language. To help address those needs, we were able to add teaching positions, involve more tutors who are fluent in languages other than English, and expand our after school tutoring program through a partnership with the Boys and Girls Club of the Upstate.

At Fairforest Elementary School, we appreciate the support of the District Six Board of Trustees and the District Six administration, who support our school by providing us with the necessary resources to provide high quality educational programming in a safe, well maintained facility.

As we move into the 2008–2009 school year, we will also move into a new facility. We are committed to carrying on with the Fairforest Elementary tradition of using our time and talents in ways that will provide our students with the best education possible for ALL children within our school walls.

Stephen Krawczyk, Principal
Yvette Crocker, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	37	107	62
Percent satisfied with learning environment	100.0%	83.8%	95.1%
Percent satisfied with social and physical environment	97.3%	89.7%	91.9%
Percent satisfied with school-home relations	91.9%	86.8%	87.1%

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

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 16 out of 21 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

Newly Identified

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	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	0.8%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	2.1%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.3%	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	332	100	24.3	41.1	30.1	4.5	46.3	49	48.2	Yes	Yes
Gender											
Male	152	100	30.3	42.8	23.4	3.4	38.6	41.9	41.7	N/A	N/A
Female	180	100	18.9	39.6	36	5.5	53	56.4	55	N/A	N/A
Racial/Ethnic Group											
White	202	100	19.9	39.8	33.9	6.5	53.2	59.8	60	Yes	Yes
African American	69	100	25.8	40.9	31.8	1.5	47	34	31.7	Yes	Yes
Asian/Pacific Islander	23	100	39.1	52.2	8.7	0	17.4	55.9	70.4	I/S	I/S
Hispanic	37	100	33.3	42.4	21.2	3	27.3	33.6	38.4	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	43.3	47	I/S	I/S
Disability Status											
Disabled	32	100	79.3	20.7	0	0	0	10.7	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	96	100	32.2	44.4	23.3	0	30	24.7	36.9	No	Yes
Socio-Economic Status											
Subsided meals	205	100	28.3	41.9	27.2	2.6	39.3	33.8	34	No	Yes

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

All Students	332	100	23.9	46.6	17.2	12.3	42.7	50.5	45.8	Yes	Yes
Gender											
Male	152	100	24.8	40.7	17.2	17.2	44.1	50.8	45.6	N/A	N/A
Female	180	100	23.2	51.8	17.1	7.9	41.5	50.2	45.9	N/A	N/A
Racial/Ethnic Group											
White	202	100	17.7	46.2	21.5	14.5	49.5	61.7	59	Yes	Yes
African American	69	100	28.8	50	9.1	12.1	37.9	32.8	26.9	No	Yes
Asian/Pacific Islander	23	100	43.5	34.8	13	8.7	26.1	66	71.3	I/S	I/S
Hispanic	37	100	36.4	48.5	12.1	3	27.3	36.7	38.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	46.7	46.2	I/S	I/S
Disability Status											
Disabled	32	100	89.7	3.4	6.9	0	6.9	13.3	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	96	100	32.2	46.7	14.4	6.7	33.3	33.1	38.7	No	Yes
Socio-Economic Status											
Subsided meals	205	100	26.2	48.7	16.2	8.9	37.7	36.4	31.4	No	Yes

* 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 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
Science											
All Students	222	100	39.5	34.8	13.3	12.4	25.7	36.5	35.7	96.3	96.5
Gender											
Male	108	100	45.2	26	11.5	17.3	28.8	39.1	37.4	96.4	96.4
Female	114	100	34	43.4	15.1	7.5	22.6	33.7	33.8	96.2	96.5
Racial/Ethnic Group											
White	133	100	29	37.1	16.9	16.9	33.9	48.1	49.2	95.8	96.2
African American	45	100	52.3	29.5	6.8	11.4	18.2	17.9	17	97.3	97
Asian/Pacific Islander	18	100	61.1	33.3	5.6	0	5.6	47.7	58	97.1	97.3
Hispanic	25	100	52.2	34.8	13	0	13	22.6	24.9	96.6	96.3
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	31.6	37.4	97.2	95.8
Disability Status											
Disabled	19	100	84.2	15.8	0	0	0	9.2	14	95.5	95.8
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	95.6
English Proficiency											
Limited English Proficient	65	100	46.8	41.9	9.7	1.6	11.3	19.1	24.4	96.7	96.5
Socio-Economic Status											
Subsidized meals	138	100	43.8	38.5	10	7.7	17.7	21.9	21.1	96.3	96
Social Studies											
All Students	219	100	25.4	42	17.6	15.1	32.7	36.9	34	96.3	96.5
Gender											
Male	92	100	29.1	36	15.1	19.8	34.9	40.5	36.6	96.4	96.4
Female	127	100	22.7	46.2	19.3	11.8	31.1	33.2	31.3	96.2	96.5
Racial/Ethnic Group											
White	127	100	21	42.9	18.5	17.6	36.1	45.9	44.5	95.8	96.2
African American	49	100	23.4	40.4	21.3	14.9	36.2	23.8	19.1	97.3	97
Asian/Pacific Islander	16	100	37.5	50	0	12.5	12.5	50	58.9	97.1	97.3
Hispanic	26	100	40.9	36.4	18.2	4.5	22.7	22.5	27.5	96.6	96.3
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	33.3	32.7	97.2	95.8
Disability Status											
Disabled	25	100	72.7	22.7	4.5	0	4.5	11.4	14.4	95.5	95.8
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	95.6
English Proficiency											
Limited English Proficient	63	100	36.2	48.3	8.6	6.9	15.5	17	27.3	96.7	96.5
Socio-Economic Status											
Subsidized meals	137	100	26.4	46.5	15.5	11.6	27.1	22.9	21	96.3	96

* 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*	
English/Language Arts									
2007	3	112	100	16.3	33.7	41.3	8.7	50	
	4	107	99.1	19.8	42.9	33	4.4	37.4	
	5	96	99	22.4	52.9	22.4	2.4	24.7	
	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
2008	3	106	100	15.2	33.3	45.5	6.1	51.5	
	4	109	100	24.5	42.5	28.3	4.7	33	
	5	117	100	32.7	47.1	17.3	2.9	20.2	
	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	
Mathematics									
2007	3	112	100	25	52.2	16.3	6.5	22.8	
	4	107	100	23.1	46.2	18.7	12.1	30.8	
	5	96	99	24.7	55.3	14.1	5.9	20	
	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
2008	3	106	100	17.2	50.5	14.1	18.2	32.3	
	4	109	100	26.4	50	11.3	12.3	23.6	
	5	117	100	27.9	39.4	26	6.7	32.7	
	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	
Science									
2007	3	57	100	46.8	31.9	12.8	8.5	21.3	
	4	107	100	46.2	28.6	19.8	5.5	25.3	
	5	47	100	38.6	27.3	18.2	15.9	34.1	
	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
2008	3	54	100	25.5	43.1	21.6	9.8	31.4	
	4	109	100	38.7	38.7	12.3	10.4	22.6	
	5	59	100	54.7	18.9	7.5	18.9	26.4	
	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	
Social Studies									
2007	3	55	100	17.8	48.9	24.4	8.9	33.3	
	4	107	100	24.2	46.2	15.4	14.3	29.7	
	5	48	100	22	48.8	17.1	12.2	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
2008	3	52	100	20.8	41.7	20.8	16.7	37.5	
	4	109	100	21.7	50	15.1	13.2	28.3	
	5	58	100	37.3	25.5	19.6	17.6	37.3	
	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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