



Fair-Oak Elementary

1964 Oakway Road
Westminster, South

Grades	PK-3 Elementary School	
Enrollment	424 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 2009 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	At-Risk
2008	Average	Below Average
2007	Average	Average
2006	Average	Average
2005	Average	Below 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

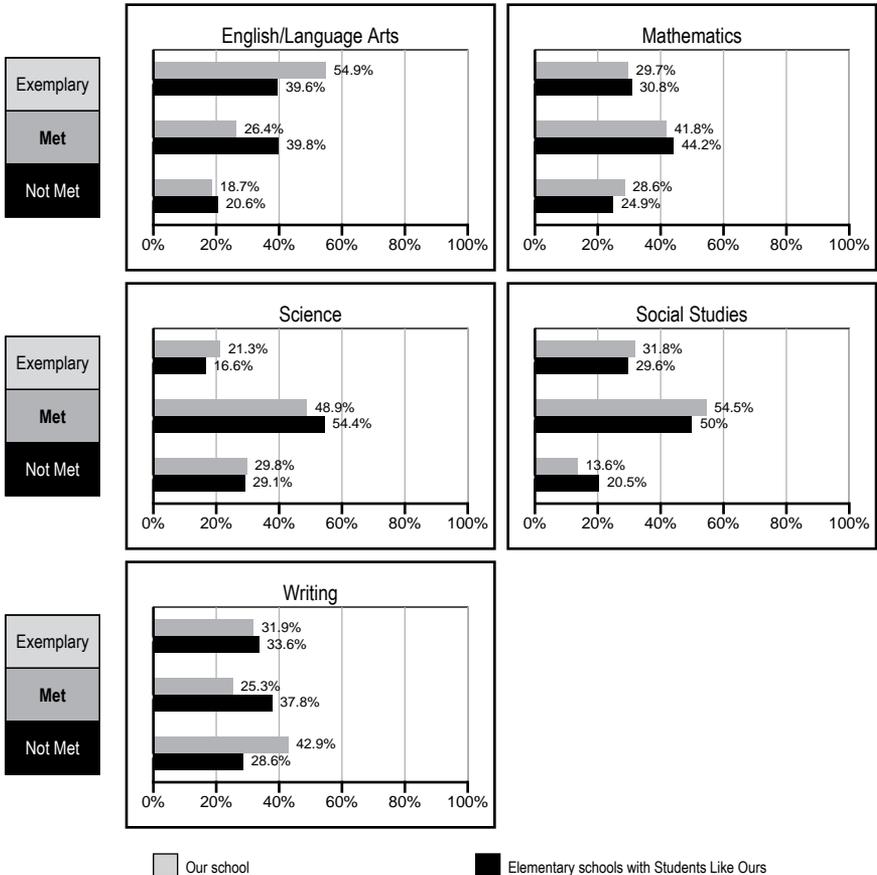
Percent of students tested in 2008-09 whose 2007-08 test scores were located | .%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
6	29	57	2	0

* Ratings are calculated with data available by 06/01/2010.

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=424)				
First graders who attended full-day kindergarten	94.6%	Down from 100.0%	100.0%	100.0%
Retention rate	1.2%	Down from 3.2%	1.9%	1.9%
Attendance rate	96.1%	Up from 95.5%	96.2%	96.3%
Eligible for gifted and talented	7.2%	Down from 12.7%	11.7%	10.0%
With disabilities other than speech	10.6%	Up from 9.4%	8.9%	7.7%
Older than usual for grade	0.0%	Down from 0.9%	0.5%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=33)				
Teachers with advanced degrees	45.5%	Up from 44.1%	58.8%	59.4%
Continuing contract teachers	90.9%	Down from 94.1%	83.8%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	82.2%	Down from 82.9%	86.1%	85.9%
Teacher attendance rate	92.4%	Down from 92.5%	95.3%	95.1%
Average teacher salary*	\$46,122	Up 6.2%	\$46,849	\$47,149
Professional development days/teacher	6.9 days	Down from 18.2 days	11.8 days	11.1 days
School				
Principal's years at school	5.0	Up from 4.0	4.0	4.0
Student-teacher ratio in core subjects	19.1 to 1	Down from 20.4 to 1	19.1 to 1	18.8 to 1
Prime instructional time	87.7%	Up from 86.2%	90.4%	90.4%
Opportunities in the arts	Good	Up from Fair	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.5%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,786	Up 20.2%	\$7,175	\$7,458
Percent of expenditures for instruction**	67.8%	Down from 72.9%	68.2%	68.8%
Percent of expenditures for teacher salaries**	64.5%	Down from 66.7%	64.1%	63.2%

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

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Fair-Oak's "Encouraging One Another" theme created a collaborative spirit for excellence. We accomplished this goal by every staff member visiting another hard-working staff member leaving behind a positive note. Our second year as a 430 pre-k to third grade school allowed us to develop the whole child, focusing upon the best Early Childhood practices, with a concerted effort upon reading. Promoting opportunities in all areas of growth and development gave students skills to excel. We are fortunate to have the extra space for a kitchen lab for the four-year-olds, two After School Care classes, a motor and a science lab, a clothes and food closet for needy families, and three literacy rooms packed with sets of guided reading books. The PTO dedicated a new walking track and climbing wall for students, inspiring a renewed interest for our children to become physically active.

Highly effective differentiated instruction, infused with technology such as Smartboards, document and Small Wonder cameras, and United Streaming provided numerous interactive learning experiences. The early morning Successmaker computer lab opened daily at 7:20 for students to practice math and reading skills and continued during the day for three to four additional sessions per week for all students. The second year of the motor lab targeted students and provided a data driven Response to Intervention. The end-of-year results indicated growth in physical coordination, causing students' academic progress to accelerate within the classroom. In addition, the daily early morning walking club on the new track offered an opportunity to energize before school. These extra activities stimulated students' classroom progress.

Teacher staff development embedded during the school day boosted their skills to become expert reading instructors. Reviewing videos of guided reading instruction by their fellow teachers built a clearer understanding of the proper reading techniques. Daily formative assessments kept in assessment notebooks and school-wide templates for reading lesson plans directed the instructional progress. Combining a solid balanced reading program with a focused Everyday Mathematics program, students received the skills to accelerate beyond expectations. This was evident by the 2009 spring Measuring Academic Progress tests. Our second graders improved their Reading mean RIT score by four points and third graders surpassed their Math mean RIT score by 10 points since 2005. Second and third graders scored above the National average in math. Also, 90% of our first graders scored at or above their grade level according the Observation Survey text reading. Clearly, these scores reveal that our children are advancing in reading and math achievement. Developing children's growth physically and emotionally enhances cognitive achievement. The "Encouraging One Another" spirit, combined with our family friendly atmosphere and winner of the 2009 Red Carpet Award, are clear indicators that Fair-Oak Elementary School is a winner.

Carolyn Harris, Principal

Nancy Holliday, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	21	79	44
Percent satisfied with learning environment	90.5%	79.2%	93.2%
Percent satisfied with social and physical environment	100.0%	78.5%	93.2%
Percent satisfied with school-home relations	81.0%	86.1%	97.7%

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

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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%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.1%	94.0%*	Yes

* Or greater than last year

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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	95	100	18.5	27.2	54.3	90.2	86	82.8	Yes	Yes
Gender										
Male	56	100	18.2	32.7	49.1	89.1	82.7	79.3	N/A	N/A
Female	39	100	18.9	18.9	62.2	91.9	89.5	86.5	N/A	N/A
Racial/Ethnic Group										
White	89	100	19.8	25.6	54.7	89.5	87.8	89.5	Yes	Yes
African American	3	I/S	I/S	I/S	I/S	I/S	76.8	73.7	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	94.9	92.3	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	80.8	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	82.5	I/S	I/S
Disability Status										
Disabled	23	100	33.3	42.9	23.8	81	62.8	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	79.4	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	55	100	28.3	30.2	41.5	84.9	80.7	75.5	Yes	Yes

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

All Students	95	100	28.3	42.4	29.3	79.3	82.8	78.9	Yes	Yes
Gender										
Male	56	100	32.7	34.5	32.7	74.5	81.2	77	N/A	N/A
Female	39	100	21.6	54.1	24.3	86.5	84.5	80.9	N/A	N/A
Racial/Ethnic Group										
White	89	100	26.7	43	30.2	81.4	85.2	87.2	Yes	Yes
African American	3	I/S	I/S	I/S	I/S	I/S	68.6	66.7	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	89.7	93	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	79.5	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	79.5	I/S	I/S
Disability Status										
Disabled	23	100	66.7	23.8	9.5	38.1	54.8	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	79.8	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	55	100	39.6	39.6	20.8	69.8	75.3	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

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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	49	100	31.3	47.9	20.8	68.8	69	67.5
Gender								
Male	33	100	39.4	30.3	30.3	60.6	67	67
Female	16	100	N/AV	N/AV	N/AV	86.7	71.1	68
Racial/Ethnic Group								
White	49	100	31.3	47.9	20.8	68.8	73	79.5
African American	N/A	N/AV	N/A	N/A	N/A	N/A	48.7	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	70.8	84.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	58.5	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	12	100	N/AV	N/AV	N/AV	33.3	38.1	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	53.7	59.6
Socio-Economic Status								
Subsided meals	29	100	42.9	46.4	10.7	57.1	57.9	55.1
Social Studies								
All Students	46	100	13.6	54.5	31.8	86.4	71.8	72.3
Gender								
Male	23	100	13.6	50	36.4	86.4	72.1	71.5
Female	23	100	13.6	59.1	27.3	86.4	71.6	73.2
Racial/Ethnic Group								
White	40	100	15.8	50	34.2	84.2	74.5	80.7
African American	3	I/S	I/S	I/S	I/S	I/S	55.4	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	88	88.5
Hispanic	1	I/S	I/S	I/S	I/S	I/S	66.5	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	11	100	I/S	I/S	I/S	I/S	47.9	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	66.7	67.9
Socio-Economic Status								
Subsided meals	26	100	24	56	20	76	62.6	62.1

Abbreviations for Missing Data

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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	95	99	42.9	25.3	31.9	57.1	72	70.2	96.1	96.4
Gender										
Male	56	98.2	53.7	20.4	25.9	46.3	63.8	63.2	96.1	96.4
Female	39	100	27	32.4	40.5	73	80.5	77.5	96.1	96.3
Racial/Ethnic Group										
White	89	98.9	42.4	23.5	34.1	57.6	74.3	79.1	96.1	96.2
African American	3	I/S	I/S	I/S	I/S	I/S	59.8	57.6	96	97.2
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	83.8	86.2	96.7	97.5
Hispanic	1	I/S	I/S	I/S	I/S	I/S	65.7	62.6	97.4	96.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	N/A	97.5
Disability Status										
Disabled	22	95.5	84.2	10.5	5.3	15.8	26.4	26.1	95.5	95.4
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	96
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	62.8	61.2	97.3	97.2
Socio-Economic Status										
Subsided meals	53	98.1	52.9	21.6	25.5	47.1	62.4	58.9	95.7	95.8

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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
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
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
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
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

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