



FAIRFOREST ELEMENTARY

1005 Mt. Zion Road
Spartanburg, South

Grades	PK-5 Elementary School	
Enrollment	744 Students	
Principal	Stephen Krawczyk	864-439-5000
Superintendent	Darryl Owings	864-576-4212
Board Chair	Mr. Alex Meadows	864-576-4212

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Average
2009	Average	Average
2008	Below Average	At-Risk
2007	Average	Below Average
2006	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 2009-10 whose 2008-09 test scores were located

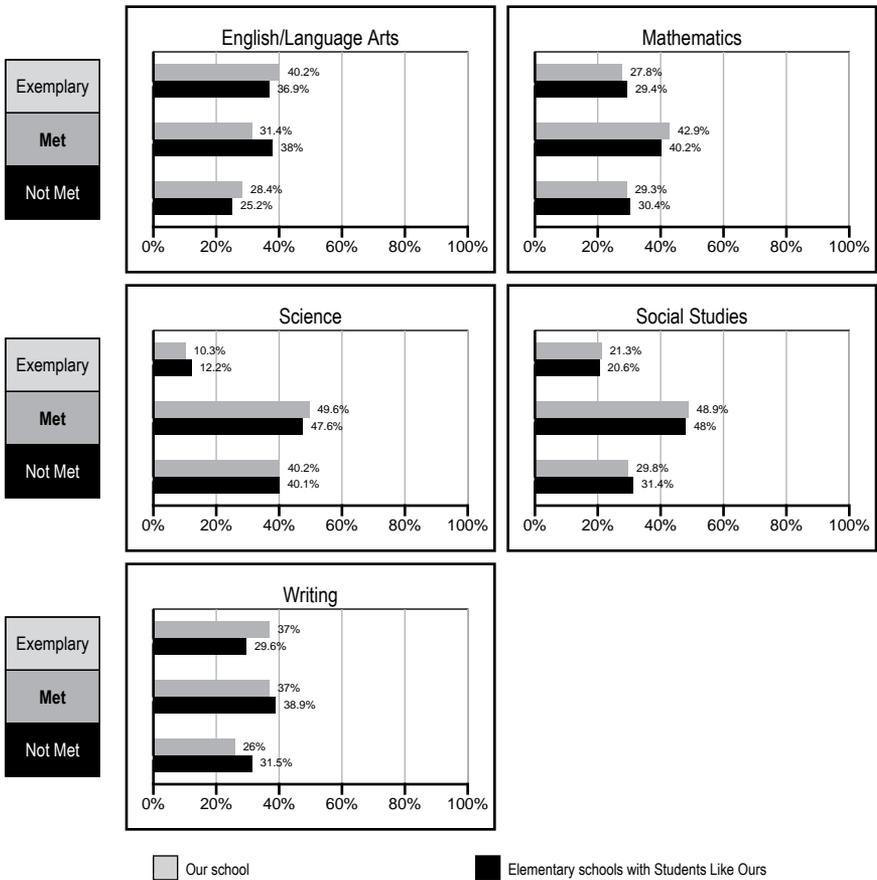
98.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	18	99	10	0

* Ratings are calculated with data available by 03/09/2011.

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=744)				
First graders who attended full-day kindergarten	99.2%	Down from 100.0%	100.0%	100.0%
Retention rate	1.3%	Down from 2.5%	1.5%	1.2%
Attendance rate	96.1%	Down from 96.5%	95.7%	96.1%
Eligible for gifted and talented	23.6%	Up from 13.1%	10.2%	11.7%
With disabilities other than speech	7.8%	Up from 7.2%	8.9%	8.0%
Older than usual for grade	0.0%	Down from 0.2%	0.5%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=45)				
Teachers with advanced degrees	80.0%	Up from 73.5%	60.4%	60.5%
Continuing contract teachers	77.8%	Up from 71.4%	85.7%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	86.7%	Up from 86.2%	87.5%	87.0%
Teacher attendance rate	96.7%	Down from 97.4%	94.8%	95.4%
Average teacher salary*	\$48,377	Up 0.8%	\$47,036	\$47,288
Professional development days/teacher	18.4 days	Down from 19.0 days	10.9 days	10.5 days
School				
Principal's years at school	8.0	Up from 7.0	4.0	4.0
Student-teacher ratio in core subjects	22.1 to 1	Down from 23.5 to 1	19.2 to 1	19.2 to 1
Prime instructional time	92.4%	Down from 93.6%	89.7%	90.8%
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	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,430	Up 5.6%	\$7,575	\$7,548
Percent of expenditures for instruction**	68.2%	Down from 71.0%	67.4%	68.7%
Percent of expenditures for teacher salaries**	64.6%	Up from 51.9%	64.6%	65.1%

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

** 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 lifelong learning through a challenging curriculum with open communication in a safe, respectful environment. We pride ourselves in being a place where children are the top priority.

Fairforest serves a diverse student population. During the 2009-2010 school year, we continued to see an increase in the number of students who received free or reduced meals. Additionally, the number of students who speak English as a second language also continued to increase.

The diversity of our student population shapes the instructional practices for our school. As we strive to meet the needs of all students we have implemented many research-based initiatives over the years. Last year, we continued that trend by adding structured reading programs to complement our current practice in kindergarten, first, second and fifth grades.

Our faculty and staff realize that the high levels of achievement for which we aim can only be met if the school, parents and the community at large work together. During the past year, we saw an increase in enrollment in our Boys and Girls Club afterschool program and increased attendance at our family writing nights. We have also been thrilled with the partnership that has been formed between Fairforest Elementary School and Michelin North America, as part of their Michelin Challenge Education Program. As a result of Michelin's commitment, our students were able to have more opportunities to be successful than ever. The faculty and staff are pleased with the increased involvement from our key stakeholders and look forward to fostering those relationships in the coming year.

The faculty and staff know that student success is largely dependent upon them. As a result, many continue to pursue training through continuing education courses provided at the district, state, and university levels. During 2010, the teachers will work to provide a challenging instructional program which is driven by the South Carolina Curriculum Standards and our school improvement plan.

We, at Fairforest Elementary, appreciate the support and direction provided by the Board of Trustees and the District Six administration, who support our school by providing us with the resources necessary to provide a high quality educational program in a safe, well-maintained facility.

Yvette Crocker, School Improvement Council Chair

Stephen Krawczyk, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	47	104	43
Percent satisfied with learning environment	100.0%	92.3%	95.1%
Percent satisfied with social and physical environment	100.0%	91.3%	88.4%
Percent satisfied with school-home relations	97.9%	89.4%	92.9%

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

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress

NO

This school met 28 out of 29 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	2.0%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	7.0%	5.6%

	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

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*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	344	99.4	28.2	31.5	40.3	84.5	82.3	83.5	Yes	Yes
Gender										
Male	165	99.4	31	31.6	37.4	83.9	79.7	80.1	N/A	N/A
Female	179	99.4	25.7	31.4	42.9	85.1	84.9	87	N/A	N/A
Racial/Ethnic Group										
White	190	99.5	21.1	31.1	47.8	87.8	88.5	89.6	Yes	Yes
African American	69	100	40.3	34.3	25.4	80.6	74.3	74.6	Yes	Yes
Asian/Pacific Islander	29	100	21.4	28.6	50	85.7	88	92.7	I/S	I/S
Hispanic	56	98.2	40	30.9	29.1	78.2	74.7	79.6	Yes	Yes
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	83.3	85.1	I/S	I/S
Disability Status										
Disabled	50	100	75	12.5	12.5	50	46.3	51.7	No	Yes
Migrant Status										
Migrant	9	I/S	I/S	I/S	I/S	I/S	78.6	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	121	99.2	29.3	34.1	36.6	82.9	74	79	Yes	Yes
Socio-Economic Status										
Subsidized meals	260	99.6	30.5	34.9	34.5	82.3	76.7	76.9	Yes	Yes

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

All Students	344	99.4	29.1	43	27.9	80.3	80.9	80.4	Yes	Yes
Gender										
Male	165	99.4	25.8	43.9	30.3	81.3	78.9	78.4	N/A	N/A
Female	179	99.4	32	42.3	25.7	79.4	83	82.5	N/A	N/A
Racial/Ethnic Group										
White	190	99.5	21.1	42.8	36.1	85	87	87.8	Yes	Yes
African American	69	100	50.7	34.3	14.9	65.7	72.2	69.3	Yes	Yes
Asian/Pacific Islander	29	100	25	50	25	82.1	88.9	93.5	I/S	I/S
Hispanic	56	98.2	30.9	50.9	18.2	81.8	75.1	78.3	Yes	Yes
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	83.3	83.2	I/S	I/S
Disability Status										
Disabled	50	100	64.6	29.2	6.3	47.9	42.5	46.1	Yes	Yes
Migrant Status										
Migrant	9	I/S	I/S	I/S	I/S	I/S	78.6	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	121	99.2	26.8	46.3	26.8	83.7	75.4	78.9	Yes	Yes
Socio-Economic Status										
Subsidized meals	260	99.6	31.7	45	23.3	78.3	74.7	72.8	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	231	99.6	39.9	49.8	10.3	60.1	66.3	67.3
Gender								
Male	110	99.1	39.4	45.2	15.4	60.6	65.8	66.9
Female	121	100	40.3	53.8	5.9	59.7	66.8	67.7
Racial/Ethnic Group								
White	124	99.2	30.5	55.9	13.6	69.5	78.3	79.6
African American	49	100	N/A	N/A	N/A	42.6	49.8	49.7
Asian/Pacific Islander	20	100	45	45	10	55	76.1	84.4
Hispanic	38	100	44.7	42.1	13.2	55.3	55.8	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	68.8	69.5
Disability Status								
Disabled	36	100	73.5	23.5	2.9	26.5	25.4	33.8
Migrant Status								
Migrant	8	I/S	I/S	I/S	I/S	I/S	I/S	36.5
English Proficiency								
Limited English Proficient	83	100	38.8	54.1	7.1	61.2	54.2	58.6
Socio-Economic Status								
Subsidized meals	176	99.4	43.2	49.1	7.7	56.8	56.1	55.4
Social Studies								
All Students	232	99.6	29.8	48.9	21.3	70.2	70.4	70.9
Gender								
Male	119	99.2	31.9	44.2	23.9	68.1	70.5	70.1
Female	113	100	27.7	53.6	18.8	72.3	70.3	71.7
Racial/Ethnic Group								
White	123	99.2	28.8	48.3	22.9	71.2	77.8	79.2
African American	45	100	43.2	40.9	15.9	56.8	59.6	58.4
Asian/Pacific Islander	21	100	5	70	25	95	83.7	86.8
Hispanic	43	100	30.2	48.8	20.9	69.8	63.4	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	50	71.2
Disability Status								
Disabled	41	100	74.4	23.1	2.6	25.6	32.9	39.3
Migrant Status								
Migrant	7	I/S	I/S	I/S	I/S	I/S	I/S	55
English Proficiency								
Limited English Proficient	82	100	21.4	58.3	20.2	78.6	64.7	68
Socio-Economic Status								
Subsidized meals	177	99.4	31.6	51.5	17	68.4	62.3	60.8

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	347	99.7	26	37	37	74	71.8	72.1	96.1	96.3
Gender										
Male	167	99.4	37.3	32.9	29.7	62.7	64.9	65.2	96.2	96.3
Female	180	100	15.8	40.7	43.5	84.2	78.8	79.2	96.1	96.4
Racial/Ethnic Group										
White	188	99.5	24	33	43	76	80	80.8	95.5	96
African American	69	100	25.4	41.8	32.8	74.6	61.9	59.7	97	96.7
Asian/Pacific Islander	31	100	23.3	46.7	30	76.7	79.1	87	97	97.1
Hispanic	59	100	33.9	39	27.1	66.1	61.4	64.6	96.6	96.4
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	70.8	73.4	93.3	94.1
Disability Status										
Disabled	50	98	68.8	27.1	4.2	31.3	24.9	27.7	95.9	96
Migrant Status										
Migrant	9	I/S	N/A	N/A	N/A	N/A	N/A	63.5	97	97.1
English Proficiency										
Limited English Proficient	124	100	27.6	40.9	31.5	72.4	60.8	63.7	96.5	96.4
Socio-Economic Status										
Subsidized meals	265	99.6	28.3	40.6	31.1	71.7	64	61.9	95.9	95.9

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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	124	100	31	30.2	38.8	69
	4	108	100	27.3	38.4	34.3	72.7
	5	114	100	26	48.1	26	74
	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
2010	3	111	100	22.4	23.4	54.2	77.6
	4	122	99.2	32.2	36.4	31.4	67.8
	5	111	99.1	29.5	34.3	36.2	70.5
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	124	100	47.4	26.7	25.9	52.6
	4	108	100	26.3	47.5	26.3	73.7
	5	114	100	34.6	49	16.3	65.4
	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
2010	3	111	100	28	33.6	38.3	72
	4	122	99.2	32.2	46.6	21.2	67.8
	5	111	99.1	26.7	48.6	24.8	73.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	63	96.8	39	50.8	10.2	61
	4	108	100	37.4	50.5	12.1	62.6
	5	57	100	41.2	47.1	11.8	58.8
	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
2010	3	55	100	44.4	37	18.5	55.6
	4	121	100	40.7	49.2	10.2	59.3
	5	55	98.2	33.3	64.7	2	66.7
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	61	100	35.7	35.7	28.6	64.3
	4	108	100	21.2	53.5	25.3	78.8
	5	57	100	25.9	51.9	22.2	74.1
	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
2010	3	56	98.2	24.5	49.1	26.4	75.5
	4	121	100	30.5	47.5	22	69.5
	5	55	100	33.3	51.9	14.8	66.7
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	125	100	35	22.2	42.7	65
	4	109	99.1	22	43	35	78
	5	114	100	26	44.2	29.8	74
	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
2010	3	112	100	23.1	32.4	44.4	76.9
	4	123	99.2	33.3	32.5	34.2	66.7
	5	112	100	20.6	46.7	32.7	79.4
	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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