



FAIRFOREST ELEMENTARY

1005 Mt. Zion Road
Spartanburg, South

Grades	PK-5 Elementary School	
Enrollment	714 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 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Average	Average
2010	Average	Average
2009	Average	Average
2008	Below Average	At-Risk
2007	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 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.

<http://ed.sc.gov>
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

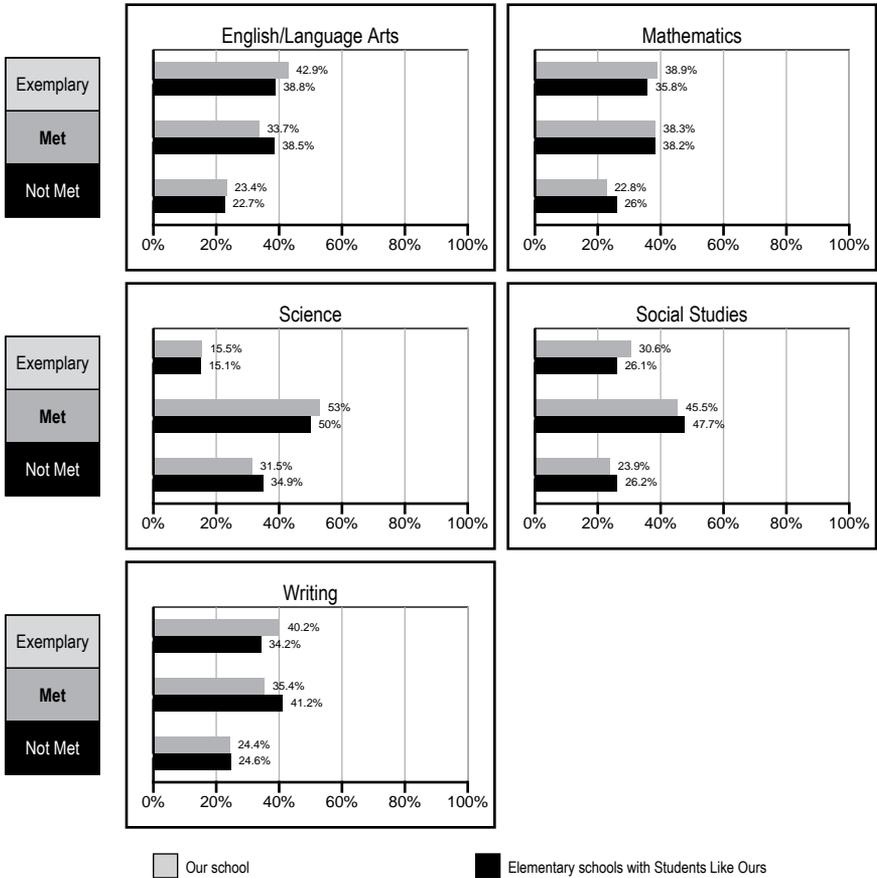
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 96.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
11	29	78	5	0

* Ratings are calculated with data available by 11/09/2011.

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=714)				
First graders who attended full-day kindergarten	98.3%	Down from 99.2%	100.0%	100.0%
Retention rate	1.3%	No Change	1.1%	1.1%
Attendance rate	96.3%	Up from 96.1%	96.0%	96.2%
Served by gifted and talented program	23.3%	Down from 23.6%	12.8%	13.4%
With disabilities other than speech	4.9%	Down from 7.8%	4.7%	4.1%
Older than usual for grade	0.3%	Up from 0.0%	0.3%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=43)				
Teachers with advanced degrees	81.4%	Up from 80.0%	60.7%	62.5%
Continuing contract teachers	83.7%	Up from 77.8%	90.2%	88.2%
Teachers returning from previous year	86.9%	Up from 86.7%	88.0%	87.8%
Teacher attendance rate	96.0%	Down from 96.7%	95.1%	95.2%
Average teacher salary*	\$47,629	Down 1.5%	\$46,745	\$46,773
Professional development days/teacher	18.5 days	Up from 18.4 days	11.1 days	10.5 days
School				
Principal's years at school	9.0	Up from 8.0	4.0	4.0
Student-teacher ratio in core subjects	21.9 to 1	Down from 22.1 to 1	19.6 to 1	19.9 to 1
Prime instructional time	91.8%	Down from 92.4%	90.2%	90.4%
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**	\$6,312	Down 1.8%	\$7,403	\$7,447
Percent of expenditures for instruction**	73.2%	Up from 68.2%	67.6%	68.4%
Percent of expenditures for teacher salaries**	71.4%	Up from 64.6%	64.7%	65.8%

* 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 life-long learning through a challenging curriculum with open communication in a safe, respectful environment. In the 2010 - 2011 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.

The faculty and staff at Fairforest Elementary school understand that the academic success of our students is largely dependent upon them. As such, they worked tirelessly to provide a challenging instructional program which was driven by the South Carolina Curriculum Standards and our school and district improvement plans.

However, our faculty and staff also realize that the high levels to which we strive can only be achieved with your help, support and involvement. In 2010 – 2011 our school was fortunate to have 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 met.

Throughout the 2010 - 2011 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 a teaching position, modify school based intervention programs, and continue our partnership with the Boys and Girls Club of the Upstate to provide additional academic time to our students.

Fairforest Elementary School has a tradition of using our time and talents in ways that provide our students with the best education possible for ALL children within our school walls. Our staff is still committed to that goal and is grateful to the School District Six Board of Trustees, the District Administration, and the community at large for their continued efforts to provide our students with a quality education within a top-notch facility.

Stephen Krawczyk, Principal
Jason Elder, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	34	118	73
Percent satisfied with learning environment	94.1%	92.4%	90.0%
Percent satisfied with social and physical environment	100.0%	90.7%	91.5%
Percent satisfied with school-home relations	94.1%	94.0%	86.8%

* 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 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	1.3%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	6.6%	4.4%

	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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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 = 79.4% (Met or Exemplary)

All Students	344	100	23.4	33.7	42.9	85.1	82.9	82.4	Yes	Yes
Gender										
Male	169	100	28.6	26.1	45.3	80.1	78.9	78.7	N/A	N/A
Female	175	100	18.5	41.1	40.5	89.9	86.9	86.2	N/A	N/A
Racial/Ethnic Group										
White	165	100	20.6	30	49.4	88.1	89	88.9	Yes	Yes
African American	74	100	27.1	40	32.9	78.6	75	72.9	Yes	Yes
Asian/Pacific Islander	34	100	18.8	31.3	50	93.8	90.5	93	I/S	I/S
Hispanic	70	100	28.8	37.9	33.3	80.3	76.9	79.3	Yes	Yes
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	79.5	83	I/S	I/S
Disability Status										
Disabled	63	100	54.8	25.8	19.4	53.2	44	48.1	No	Yes
Migrant Status										
Migrant	12	100	41.7	25	33.3	66.7	73.7	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	122	100	23.7	37.3	39	87.3	76.8	78.3	Yes	Yes
Socio-Economic Status										
Subsidized meals	249	100	27	38.2	34.9	82.6	77.5	75.4	Yes	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	344	99.7	22.6	38.4	39	87.2	83.3	81.9	Yes	Yes
Gender										
Male	169	99.4	20	38.8	41.3	87.5	81.4	79.9	N/A	N/A
Female	175	100	25	38.1	36.9	86.9	85.3	84.1	N/A	N/A
Racial/Ethnic Group										
White	165	100	20	35.6	44.4	87.5	89	88.9	Yes	Yes
African American	74	100	37.1	40	22.9	81.4	73.7	71.4	Yes	Yes
Asian/Pacific Islander	34	100	18.8	34.4	46.9	96.9	94.7	94.6	I/S	I/S
Hispanic	70	98.6	15.4	44.6	40	87.7	83	81.1	Yes	Yes
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	71.8	84.4	I/S	I/S
Disability Status										
Disabled	63	98.4	54.1	27.9	18	60.7	42.9	47.3	Yes	Yes
Migrant Status										
Migrant	12	91.7	27.3	27.3	45.5	72.7	77.8	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	122	99.2	15.4	41.9	42.7	90.6	82.6	81.4	Yes	Yes
Socio-Economic Status										
Subsidized meals	249	99.6	26.3	42.5	31.3	86.3	78.2	74.9	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	100	31.5	53	15.5	68.5	68.8	68.6
Gender								
Male	111	100	27.6	56.2	16.2	72.4	68.4	68.3
Female	120	100	35.1	50	14.9	64.9	69.1	68.9
Racial/Ethnic Group								
White	109	100	25	53.8	21.2	75	79.8	80.7
African American	48	100	51.1	42.2	6.7	48.9	54.3	51.4
Asian/Pacific Islander	22	100	20	70	10	80	76.6	85.3
Hispanic	51	100	32.7	53.1	14.3	67.3	60	61.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	55.2	70.8
Disability Status								
Disabled	44	100	65.1	27.9	7	34.9	31.3	35.7
Migrant Status								
Migrant	10	I/S	I/S	I/S	I/S	I/S	64.3	42.9
English Proficiency								
Limited English Proficient	85	100	25.9	63	11.1	74.1	59.1	60.7
Socio-Economic Status								
Subsidized meals	166	100	37.7	52.2	10.1	62.3	59.4	57.3
Social Studies								
All Students	233	100	23.9	45.5	30.6	76.1	72.6	72.5
Gender								
Male	116	100	24.8	39.4	35.8	75.2	72.2	72
Female	117	100	23	51.3	25.7	77	73	73.1
Racial/Ethnic Group								
White	111	100	21.1	46.8	32.1	78.9	80.6	81
African American	53	100	36.7	34.7	28.6	63.3	59.8	60
Asian/Pacific Islander	27	100	16	44	40	84	83.3	89
Hispanic	42	100	20.5	56.4	23.1	79.5	71.3	69.6
American Indian/Alaskan	N/A	N/AV	I/S	I/S	I/S	I/S	77.3	73.5
Disability Status								
Disabled	35	100	60	28.6	11.4	40	33.6	40.5
Migrant Status								
Migrant	6	I/S	I/S	I/S	I/S	I/S	I/S	53.8
English Proficiency								
Limited English Proficient	81	100	15.4	50	34.6	84.6	70.7	69.7
Socio-Economic Status								
Subsidized meals	164	100	27.7	47.8	24.5	72.3	65	62.9

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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	130	100	24.4	35.4	40.2	75.6	72.4	73.2	96.3	96.4
Gender										
Male	63	100	29	30.6	40.3	71	65.6	67.2	96.4	96.4
Female	67	100	20	40	40	80	79.5	79.4	96.3	96.4
Racial/Ethnic Group										
White	59	100	24.1	34.5	41.4	75.9	80.9	81.5	95.8	96.1
African American	28	100	21.4	46.4	32.1	78.6	62.7	61.3	96.7	96.8
Asian/Pacific Islander	13	100	15.4	30.8	53.8	84.6	81.8	87	97.3	97.5
Hispanic	29	100	33.3	29.6	37	66.7	61.4	66.7	96.7	96.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	68.8	72.2	99.9	94.7
Disability Status										
Disabled	22	100	81.8	13.6	4.5	18.2	20.1	26	96.2	95.7
Migrant Status										
Migrant	5	I/S	I/S	I/S	I/S	I/S	I/S	40.5	97.2	97.4
English Proficiency										
Limited English Proficient	45	100	22.7	27.3	50	77.3	60.7	65.7	96.8	96.7
Socio-Economic Status										
Subsidized meals	97	100	26.3	40	33.7	73.7	63.6	63.2	96.2	96.1

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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							
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
2011	3	95	100	25.3	13.2	61.5	74.7
	4	120	100	25.9	34.8	39.3	74.1
	5	129	100	19.8	47.6	32.5	80.2
	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							
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
2011	3	95	100	28.6	31.9	39.6	71.4
	4	120	99.2	15.3	46.8	37.8	84.7
	5	129	100	24.6	35.7	39.7	75.4
	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
Science							
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
2011	3	47	100	35.6	42.2	22.2	64.4
	4	120	100	25	61.6	13.4	75
	5	64	100	40.3	45.2	14.5	59.7
	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

Abbreviations for Missing Data

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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							
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
2011	3	48	100	17.4	43.5	39.1	82.6
	4	120	100	24.1	50.9	25	75.9
	5	65	100	28.1	37.5	34.4	71.9
	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							
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
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	130	100	24.4	35.4	40.2	75.6
	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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