



SC Annual School Report Card Summary

FAIR-OAK ELEMENTARY
Oconee

Grades: PK-3

Enrollment: 433

Principal: Carolyn Harris

Superintendent: Mike Lucas

Board Chair: Andy Inabinet

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		AYP STATUS	NCLB IMPROVEMENT STATUS
			General Performance	Closing the Gap		
2011	Good	Average	TBD	TBD	Met	N/A
2010	Average	Below Average	N/A	N/A	Met	N/A
2009	Average	At-Risk	N/A	N/A	Met	N/A

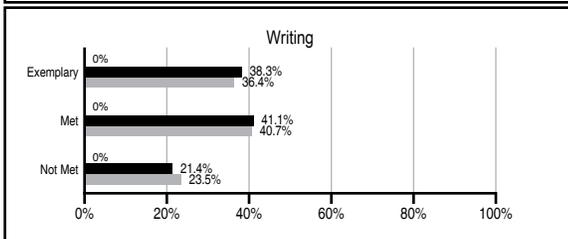
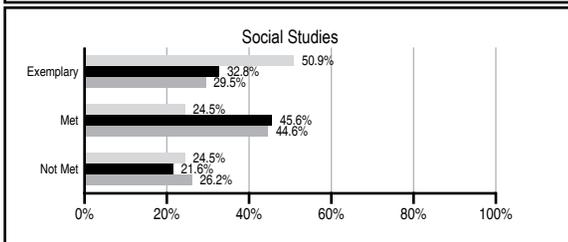
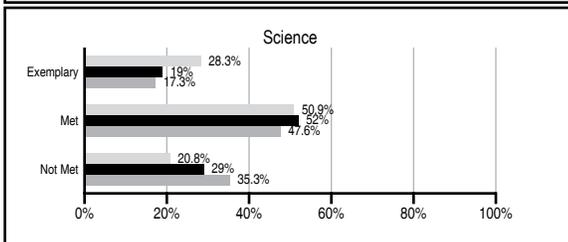
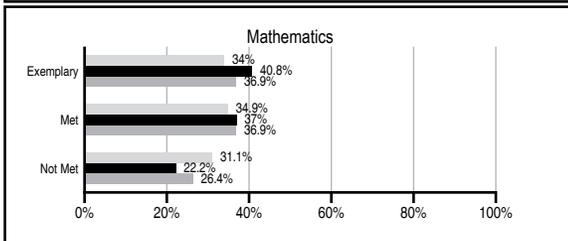
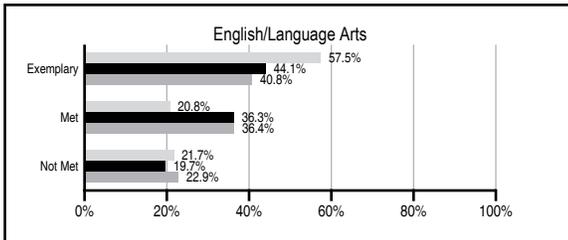
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
26	44	41	0	0

* Ratings are calculated with data available by 11/09/2011. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.

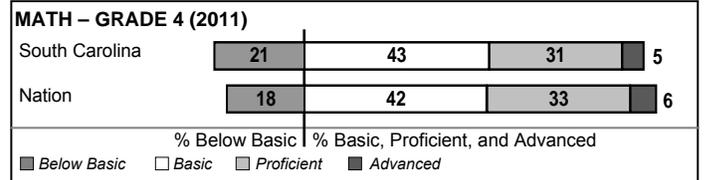
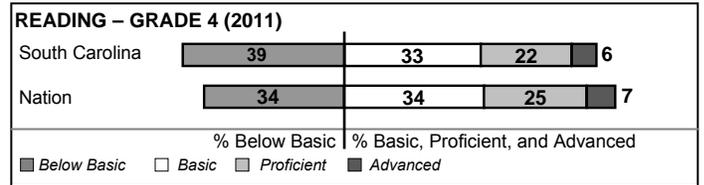
PASS PERFORMANCE

Our School
 Elementary Schools with Students Like Ours
 Elementary schools statewide



NAEP PERFORMANCE*

* Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.



SC 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.

Abbreviations Key

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined

NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improvement Status

FAIR-OAK ELEMENTARY [Oconee]

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=433)				
Retention rate	2.0%	Up from 1.7%	1.1%	1.1%
Attendance rate	95.7%	Up from 95.6%	96.1%	96.2%
Served by gifted and talented program	13.7%	Up from 11.2%	15.8%	13.4%
With disabilities other than speech	2.6%	Down from 9.8%	4.5%	4.1%
Older than usual for grade	0.0%	Down from 0.3%	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=30)				
Teachers with advanced degrees	46.7%	Down from 50.0%	60.7%	62.5%
Continuing contract teachers	90.0%	Down from 93.8%	90.0%	88.2%
Teachers returning from previous year	91.4%	Up from 81.9%	88.5%	87.8%
Teacher attendance rate	89.4%	Down from 97.1%	95.2%	95.2%
Average teacher salary*	\$45,845	Down 1.5%	\$46,510	\$46,773
Classes not taught by highly qualified teachers	0.0%	No Change	0.0%	0.0%
Professional development days/teacher	18.3 days	Up from 12.3 days	10.3 days	10.5 days
School				
Principal's years at school	7.0	Up from 6.0	5.0	4.0
Student-teacher ratio in core subjects	18.3 to 1	Down from 20.1 to 1	20.5 to 1	19.9 to 1
Prime instructional time	83.4%	Down from 92.3%	90.4%	90.4%
Opportunities in the arts	Good	No Change	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	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$8,086	Down 4.9%	\$6,864	\$7,447
Percent of expenditures for instruction**	66.6%	Up from 66.4%	68.8%	68.4%
Percent of expenditures for teacher salaries**	64.7%	Down from 64.8%	66.0%	65.8%
% of AYP objectives met	100.0%	No Change	93.8%	90.5%

* Length of contract = 185+ days.

** Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	24	101	54
Percent satisfied with learning environment	95.8%	94.1%	90.6%
Percent satisfied with social and physical environment	95.8%	94.1%	90.6%
Percent satisfied with school-home relations	100.0%	92.1%	88.7%

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

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Fair-Oak's Positive Behavior Intervention Support theme; RACE: R-respect, A-achieve, C-cooperate, E-eager to learn, created a collaborative spirit for excellence. Students, families the community and staff have built a learning community based on high academics and positive relationships with others. As a 436 pre-k to third grade school, we emphasized best practices in early childhood development, with a concerted effort for reading on grade level by the end of third grade. Providing opportunities in all areas of growth and development gave students the skills to excel. Providing food for students to eat on weekends illustrated our mission to meet students' needs. We were fortunate to have the facilities for a kitchen lab for the four-year-olds, After School Care classes, a motor and a science lab, a clothes closet for needy families and three literacy rooms packed with sets of guided reading books. Our PTO focused on increasing students' accessibility to technology by purchasing Netbooks, small laptops designed for student use.

Highly effective differentiated reading and math instruction, infused with technology such as Smartboards, Netbooks, document and Small Wonder cameras, and I-Pads 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 to four additional sessions per week for all students. The third year of the motor lab targeted students and provided a data driven Response to Intervention. In addition, the daily early morning walking club on the newly paved walking track offered students and families the opportunity to energize before school. These extra activities stimulated students' academic progress.

Teacher staff development held during seven early release Wednesdays built a clearer understanding of Responses to Intervention and common summative assessment techniques. 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 2011 spring Measuring Academic Progress tests. Fair-Oak's mean RIT score exceeded national and district mean RIT scores in every subject and in every grade. In addition, our students surpassed their target goals in every subject and within every grade. Students scored higher than ever in every subject and in every grade. Receiving the 2010 PBIS Banner Award and 2010 Safe Kids Award highlighted Fair-Oak's accomplishments of excellence in all areas. Developing children's growth physically and emotionally enhances cognitive achievement. These are clear indicators that Fair-Oak Elementary School is a winner.

Carolyn Harris, Principal
Stephen Evatt, School Improvement Council Chair

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