



## Fairfax Elementary

734 14th Street East

Fairfax, SC 29827

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	301 Students	
<b>Principal</b>	Dewey Carey	803-632-2536
<b>Superintendent</b>	Dr. Ora Lee Watson	803-584-4603
<b>Board Chair</b>	Alonzo Fraizer	803-584-3051

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>At-Risk</b>	<b>At-Risk</b>
2007	At-Risk	Good
2006	At-Risk	Below Average
2005	Below Average	Good
2004	Below Average	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**

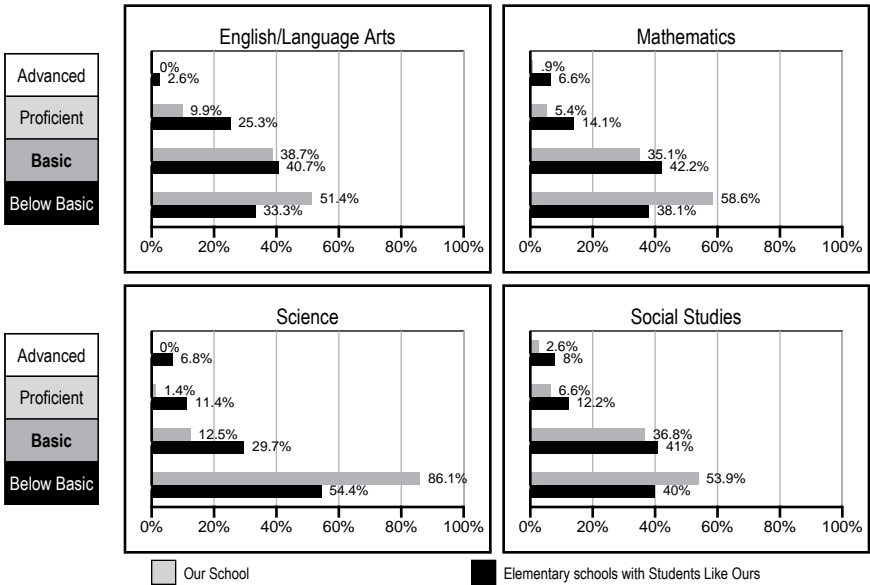
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 96.1%

**ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
0	4	8	56	62

\* 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
<b>Students (n=301)</b>				
First graders who attended full-day kindergarten	95.6%	Down from 100.0%	100.0%	100.0%
Retention rate	0.4%	Down from 9.7%	3.1%	2.3%
Attendance rate	95.6%	Up from 94.7%	96.0%	96.3%
Eligible for gifted and talented	0.0%	No Change	2.9%	10.4%
With disabilities other than speech	1.6%	Down from 4.6%	7.8%	7.5%
Older than usual for grade	1.9%	Down from 4.9%	1.4%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=26)</b>				
Teachers with advanced degrees	46.2%	Up from 32.0%	54.5%	56.7%
Continuing contract teachers	80.8%	Up from 72.0%	69.0%	77.3%
Teachers with emergency or provisional certificates	0.0%	Down from 8.7%	0.0%	0.0%
Teachers returning from previous year	73.2%	Up from 67.0%	82.6%	86.4%
Teacher attendance rate	93.9%	Down from 94.0%	95.0%	94.9%
Average teacher salary	\$39,791	Up 1.3%	\$43,876	\$45,345
Professional development days/teacher	14.5 days	Up from 13.4 days	13.8 days	12.6 days
<b>School</b>				
Principal's years at school	1.5	Up from 0.5	3.0	4.0
Student-teacher ratio in core subjects	16.6 to 1	Up from 11.6 to 1	16.6 to 1	18.5 to 1
Prime instructional time	87.9%	Up from 86.2%	89.4%	89.8%
Opportunities in the arts	Fair	No Change	Good	Good
SACS accreditation	Yes	Up from No	Yes	Yes
Parents attending conferences	100.0%	Up from 58.5%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$8,763	Down 15.4%	\$8,172	\$7,052
Percent of expenditures for instruction*	57.2%	Down from 64.9%	68.5%	69.1%
Percent of expenditures for teacher salaries*	53.0%	Down from 55.6%	61.0%	64.2%

\* Prior year audited financial data are reported.

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**Report of Principal and School Improvement Council**

Fairfax Elementary is a community school comprised of 3-year-old preschoolers through 5th graders. We continue to strive for excellence. Members of our faculty possess degrees ranging from post-graduate to Masters plus 30, and all meet or exceed state certification requirements.

We incorporate a plethora of programs to enhance the educational experience. These programs include: Plato—a reading and math program; Step Up to Writing; and, where possible, elements of “The Total Teacher.” We also use extracurricular activities to enhance the learning experience through Character Education. These activities include: “Read-Ins” book club, Student Council, Word of the Month, Drama and Garden Club (a butterfly garden), Computer Club, Wellness Club, Sewing Club, and the Arts and Crafts Club. In 2007, some of our students traveled to the city of Columbia for the first time.

Our PTA Grandparent program and the local community offered invaluable support for these activities including donations of books, supplies, money, and time. This dedication and support helped us to win the district Lt. Governor Writing Award.

In summary, Fairfax Elementary is a flourishing school in an impoverished county. Outside limitations haven't prevented us from being successful. Our school has had tremendous growth and improvement over the past year, and, at the current rate, we should be one of the top schools in the state within the next two years.

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	25	44	37
Percent satisfied with learning environment	56.0%	84.1%	61.1%
Percent satisfied with social and physical environment	64.0%	77.3%	64.9%
Percent satisfied with school-home relations	45.5%	88.6%	77.8%

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

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## School Adequate Yearly Progress

NO

This school met 7 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

Corrective Action

## 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	<b>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."</b>
HOLD	<b>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."</b>

## Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.8%
Classes in high poverty schools not taught by highly qualified teachers	10.5%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	3.7%	0.0%	No
Student attendance rate	95.6%	94.0%	Yes

\* Or greater than last year

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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	119	99.2	50.9	39.1	10	0	17.3	16.1	48.2	No	Yes
<b>Gender</b>											
Male	63	98.4	62.7	33.9	3.4	0	8.5	14.4	41.7	N/A	N/A
Female	56	100	37.3	45.1	17.6	0	27.5	18.2	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	4	I/S	I/S	I/S	I/S	I/S	I/S	46.7	60	I/S	I/S
African American	114	99.1	52.4	39	8.6	0	16.2	15.3	31.7	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	70.4	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	25	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
<b>Disability Status</b>											
Disabled	13	100	84.6	15.4	0	0	0	2.7	16	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	109	99.1	51	39.4	9.6	0	17.3	15.9	34	No	Yes

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

All Students	119	100	58.6	35.1	5.4	0.9	12.6	14.5	45.8	No	Yes
<b>Gender</b>											
Male	63	100	68.3	30	0	1.7	6.7	13.6	45.6	N/A	N/A
Female	56	100	47.1	41.2	11.8	0	19.6	15.5	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	4	I/S	I/S	I/S	I/S	I/S	I/S	40	59	I/S	I/S
African American	114	100	60.4	34	4.7	0.9	11.3	13.4	26.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	71.3	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	41.7	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	13	100	84.6	15.4	0	0	0	2.7	17.1	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	109	100	57.1	36.2	5.7	1	13.3	13.3	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
<b>Science</b>											
All Students	77	100	86.1	12.5	1.4	0	1.4	6.8	35.7	95.6	94.9
<b>Gender</b>											
Male	37	100	94.3	5.7	0	0	0	8.1	37.4	95.5	94.8
Female	40	100	78.4	18.9	2.7	0	2.7	5.3	33.8	95.7	95
<b>Racial/Ethnic Group</b>											
White	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	49.2	91.7	94.3
African American	75	100	88.6	10	1.4	0	1.4	6.2	17	95.7	94.9
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	N/A	93.2
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.9	96.1	93.8
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	99.4
<b>Disability Status</b>											
Disabled	8	I/S	I/S	I/S	I/S	I/S	I/S	4.3	14	95.9	94.6
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.4	96.1	94.5
<b>Socio-Economic Status</b>											
Subsided meals	70	100	85.3	13.2	1.5	0	1.5	5.9	21.1	95.6	94.8
<b>Social Studies</b>											
All Students	80	100	53.9	36.8	6.6	2.6	9.2	5.5	34	95.6	94.9
<b>Gender</b>											
Male	45	100	58.1	39.5	2.3	0	2.3	6	36.6	95.5	94.8
Female	35	100	48.5	33.3	12.1	6.1	18.2	4.9	31.3	95.7	95
<b>Racial/Ethnic Group</b>											
White	4	I/S	I/S	I/S	I/S	I/S	I/S	9.1	44.5	91.7	94.3
African American	75	100	56.3	35.2	5.6	2.8	8.5	5.3	19.1	95.7	94.9
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	N/A	93.2
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	27.5	96.1	93.8
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	99.4
<b>Disability Status</b>											
Disabled	11	100	63.6	36.4	0	0	0	0	14.4	95.9	94.6
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	27.3	96.1	94.5
<b>Socio-Economic Status</b>											
Subsided meals	73	100	52.1	38	7	2.8	9.9	5.2	21	95.6	94.8

\* 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*	
<b>English/Language Arts</b>									
<b>2007</b>	3	39	100	30.6	58.3	11.1	0	11.1	
	4	42	100	53.7	41.5	4.9	0	4.9	
	5	32	96.9	40	46.7	13.3	0	13.3	
	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
<b>2008</b>	3	37	100	41.2	41.2	17.6	0	17.6	
	4	38	100	51.4	43.2	5.4	0	5.4	
	5	44	97.7	59	33.3	7.7	0	7.7	
	6	N/A	I/S	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	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Mathematics</b>									
<b>2007</b>	3	39	100	50	50	0	0	0	
	4	42	100	46.3	41.5	12.2	0	12.2	
	5	32	96.9	30	60	6.7	3.3	10	
	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
<b>2008</b>	3	37	100	67.6	32.4	0	0	0	
	4	38	100	48.6	37.8	10.8	2.7	13.5	
	5	44	100	60	35	5	0	5	
	6	N/A	I/S	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	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Science</b>									
<b>2007</b>	3	20	100	47.4	31.6	21.1	0	21.1	
	4	42	100	85.4	12.2	2.4	0	2.4	
	5	17	94.1	75	18.8	6.3	0	6.3	
	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
<b>2008</b>	3	18	100	100	0	0	0	0	
	4	38	100	78.4	18.9	2.7	0	2.7	
	5	21	100	89.5	10.5	0	0	0	
	6	N/A	I/S	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	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Social Studies</b>									
<b>2007</b>	3	19	100	47.1	47.1	5.9	0	5.9	
	4	42	100	56.1	36.6	7.3	0	7.3	
	5	15	100	62.5	31.3	0	6.3	6.3	
	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
<b>2008</b>	3	19	100	50	50	0	0	0	
	4	38	100	56.8	35.1	5.4	2.7	8.1	
	5	23	100	52.4	28.6	14.3	4.8	19	
	6	N/A	I/S	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	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S

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