

Fairforest Elementary

1005 Mt. Zion Road
Spartanburg, South

Grades	PK-5 Elementary School	
Enrollment	713 Students	
Principal	Dr. Stephen Krawczyk	864-439-5000
Superintendent	Darryl Owings	864-576-4212
Board Chair	Mr. Alex Meadows	864-576-4212

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

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

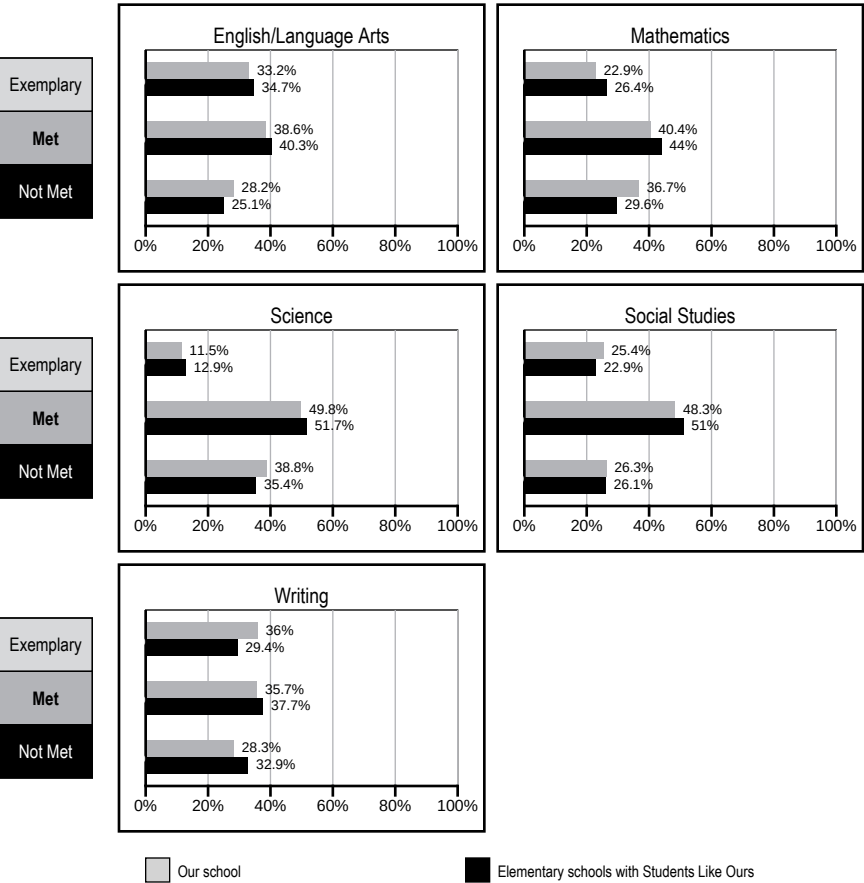
94.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	20	84	10	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=713)				
First graders who attended full-day kindergarten	100.0%	Up from 98.2%	100.0%	100.0%
Retention rate	2.5%	Up from 1.4%	2.4%	1.9%
Attendance rate	96.5%	Up from 96.3%	96.2%	96.3%
Eligible for gifted and talented	13.1%	Up from 11.9%	8.8%	10.0%
With disabilities other than speech	7.2%	Up from 6.2%	9.2%	7.7%
Older than usual for grade	0.2%	No Change	0.6%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=49)				
Teachers with advanced degrees	73.5%	Up from 63.4%	60.5%	59.4%
Continuing contract teachers	71.4%	Up from 70.7%	82.7%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	86.2%	No Change	87.2%	85.9%
Teacher attendance rate	97.4%	Up from 96.4%	95.1%	95.1%
Average teacher salary*	\$47,972	Up 5.6%	\$47,415	\$47,149
Professional development days/teacher	19.0 days	Up from 16.4 days	11.6 days	11.1 days
School				
Principal's years at school	7.0	Up from 6.0	4.0	4.0
Student-teacher ratio in core subjects	23.5 to 1	Up from 22.0 to 1	19.0 to 1	18.8 to 1
Prime instructional time	93.6%	Up from 92.2%	90.1%	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 99.6%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,089	Up 8.1%	\$7,360	\$7,458
Percent of expenditures for instruction**	71.0%	Down from 71.3%	68.0%	68.8%
Percent of expenditures for teacher salaries**	51.9%	Down from 66.9%	61.7%	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

In August of 2008, the new Fairforest Elementary opened its doors to an eager group of students, parents, and teachers. We are 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.

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. In the 2008-2009 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.

It is the diversity of our student population that shapes the instructional practices of our school. Many of our teachers utilize an integrated approach in which science and social studies are just as important as reading and math. Through an integrated approach, our students are able to see the relationships between subjects and are able to better understand complex concepts.

The outstanding 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. Throughout the year, teachers received comprehensive professional development at both the state and local level designed to help them improve in their craft. Additionally, a number of teachers continued to work toward earning advanced degrees and additional certification areas.

Our faculty and staff realize that the high levels to which we strive can only be achieved with your help, support, and involvement. In 2008-2009, our school was blessed by 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.

Fairforest Elementary School students worked hard to become well-rounded individuals by focusing on academics and the arts and by giving back to their community. Our students received recognitions in each of those areas.

Dr. Stephen Krawczyk, Principal
Melanie Holland, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	36	102	59
Percent satisfied with learning environment	100.0%	91.2%	91.4%
Percent satisfied with social and physical environment	100.0%	95.0%	84.5%
Percent satisfied with school-home relations	97.2%	88.1%	91.2%

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

Abbreviations for Missing Data

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School Adequate Yearly Progress

NO

This school met 27 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	0.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.5%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.5%	94.0%*	Yes

* Or greater than last year

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	346	100	28.2	38.6	33.2	81.8	83.1	82.8	Yes	Yes
Gender										
Male	156	100	32.2	37	30.8	79.5	80.5	79.3	N/A	N/A
Female	190	100	24.9	39.9	35.3	83.8	85.8	86.5	N/A	N/A
Racial/Ethnic Group										
White	187	100	22.7	37.5	39.8	84.1	88.9	89.5	Yes	Yes
African American	71	100	35	38.3	26.7	80	75.7	73.7	Yes	Yes
Asian/Pacific Islander	28	100	32.1	50	17.9	85.7	88.6	92.3	I/S	I/S
Hispanic	59	100	35.2	37	27.8	75.9	73.8	76.5	Yes	Yes
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	80	82.5	I/S	I/S
Disability Status										
Disabled	47	100	69.8	25.6	4.7	55.8	50.4	52	No	Yes
Migrant Status										
Migrant	6	I/S	I/S	I/S	I/S	I/S	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	123	100	29.7	48.3	22	81.4	73	75.1	Yes	Yes
Socio-Economic Status										
Subsidized meals	227	100	31	41.8	27.2	81.2	76.3	75.5	Yes	Yes

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

All Students	346	100	36.7	40.4	22.9	75.5	79.2	78.9	Yes	Yes
Gender										
Male	156	100	36.3	36.3	27.4	76	77.6	77	N/A	N/A
Female	190	100	37	43.9	19.1	75.1	80.9	80.9	N/A	N/A
Racial/Ethnic Group										
White	187	100	30.7	39.8	29.5	80.7	86.9	87.2	Yes	Yes
African American	71	100	45	46.7	8.3	71.7	67.2	66.7	Yes	Yes
Asian/Pacific Islander	28	100	35.7	42.9	21.4	64.3	84.6	93	I/S	I/S
Hispanic	59	100	46.3	35.2	18.5	70.4	73.4	76	Yes	Yes
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	85	79.5	I/S	I/S
Disability Status										
Disabled	47	100	86	9.3	4.7	32.6	39.3	45.5	No	Yes
Migrant Status										
Migrant	6	I/S	I/S	I/S	I/S	I/S	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	123	100	39	39	22	74.6	72.6	76.1	Yes	Yes
Socio-Economic Status										
Subsidized meals	227	100	40.8	40.4	18.8	73.7	71.1	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	228	99.1	38.8	49.8	11.5	61.2	68	67.5
Gender								
Male	102	99	39.4	45.7	14.9	60.6	68.1	67
Female	126	99.2	38.3	53	8.7	61.7	67.8	68
Racial/Ethnic Group								
White	128	98.4	29.1	53.8	17.1	70.9	78.3	79.5
African American	45	100	56.4	41	2.6	43.6	52	50.3
Asian/Pacific Islander	18	100	55.6	38.9	5.6	44.4	73.2	84.3
Hispanic	36	100	41.2	52.9	5.9	58.8	61.9	60.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	78.6	71.2
Disability Status								
Disabled	31	96.8	N/AV	N/AV	N/AV	25.9	27	35.6
Migrant Status								
Migrant	4	I/S	I/S	I/S	I/S	I/S	I/S	46.1
English Proficiency								
Limited English Proficient	80	100	38.5	53.8	7.7	61.5	57	59.6
Socio-Economic Status								
Subsided meals	151	99.3	39.3	50	10.7	60.7	57.7	55.1

Social Studies								
All Students	226	100	26.3	48.3	25.4	73.7	72.6	72.3
Gender								
Male	97	100	28.4	43.2	28.4	71.6	71.9	71.5
Female	129	100	24.6	52.6	22.8	75.4	73.4	73.2
Racial/Ethnic Group								
White	129	100	23.6	46.3	30.1	76.4	80.2	80.7
African American	46	100	35.1	59.5	5.4	64.9	59.6	60
Asian/Pacific Islander	15	100	26.7	53.3	20	73.3	83.8	88.5
Hispanic	36	100	26.5	41.2	32.4	73.5	67.9	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	84.6	72.2
Disability Status								
Disabled	24	100	69.6	26.1	4.3	30.4	37.6	43.5
Migrant Status								
Migrant	3	I/S	I/S	I/S	I/S	I/S	I/S	50.7
English Proficiency								
Limited English Proficient	80	100	21.8	56.4	21.8	78.2	67.6	67.9
Socio-Economic Status								
Subsided meals	146	100	28.1	48.2	23.7	71.9	62.9	62.1

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

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	348	99.7	28	35.8	36.1	72	72.3	70.2	96.5	96.6
Gender										
Male	159	100	34.5	33.8	31.8	65.5	66.8	63.2	96.7	96.5
Female	189	99.5	22.5	37.6	39.9	77.5	77.8	77.5	96.4	96.6
Racial/Ethnic Group										
White	188	100	24.3	34.5	41.2	75.7	80.4	79.1	95.9	96.2
African American	70	98.6	33.9	37.3	28.8	66.1	61.9	57.6	97.2	96.9
Asian/Pacific Islander	30	100	30	36.7	33.3	70	81.6	86.2	97.4	97.4
Hispanic	59	100	31.5	38.9	29.6	68.5	59.2	62.6	97	96.8
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	60	68.7	95	96.5
Disability Status										
Disabled	48	100	84.4	11.1	4.4	15.6	23.2	26.1	96.3	95.9
Migrant Status										
Migrant	6	I/S	I/S	I/S	I/S	I/S	I/S	54.7	97.7	97.7
English Proficiency										
Limited English Proficient	125	100	29.2	40.8	30	70.8	55.8	61.2	96.8	96.8
Socio-Economic Status										
Subsidized meals	227	100	31.6	38.2	30.2	68.4	61.1	58.9	96.4	96.2

Abbreviations for Missing Data

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
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
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
Social Studies							
2009	3	61	100	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
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

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