

FAIRFAX ELEMENTARY

734 14th Street East
Fairfax, South Carolina

Grades	PK-5 Elementary School	
Enrollment	288 Students	
Principal	Ranston K. Chandler	803-632-2536
Superintendent	Terrance Alridge, PhD., interim 803-584-4603	
Board Chair	Mrs. Alexis Zeidan	803-584-2530

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	At-Risk	Below Average
2009	At-Risk	At-Risk
2008	At-Risk	At-Risk
2007	At-Risk	Good
2006	At-Risk	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

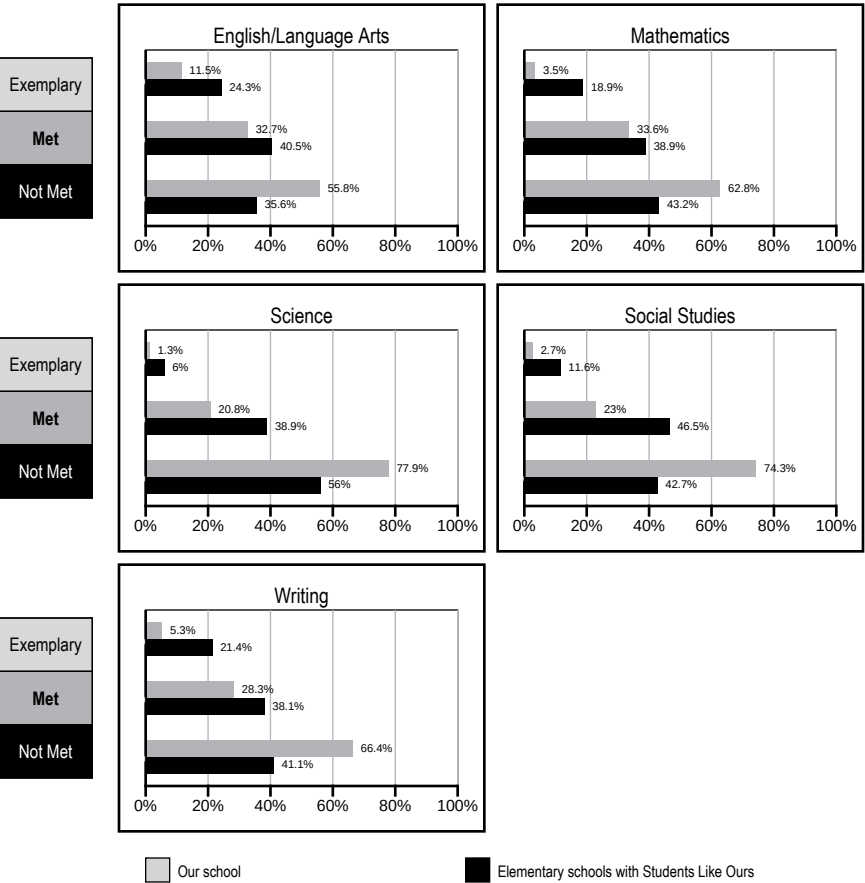
96.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	3	67	50	22

* 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=288)				
First graders who attended full-day kindergarten	95.1%	Down from 100.0%	100.0%	100.0%
Retention rate	0.4%	Down from 2.0%	1.5%	1.2%
Attendance rate	95.1%	Down from 95.3%	95.9%	96.1%
Eligible for gifted and talented	0.0%	No Change	4.1%	11.7%
With disabilities other than speech	6.1%	Up from 2.6%	8.4%	8.0%
Older than usual for grade	1.5%	Up from 1.4%	0.8%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.3%	Down from 0.7%	0.0%	0.0%
Teachers (n=23)				
Teachers with advanced degrees	39.1%	No Change	59.0%	60.5%
Continuing contract teachers	56.5%	Down from 73.9%	78.4%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	79.6%	Up from 77.2%	82.4%	87.0%
Teacher attendance rate	N/R	N/R	95.4%	95.4%
Average teacher salary*	\$40,569	Down 8.4%	\$45,256	\$47,288
Professional development days/teacher	7.0 days	Up from 6.3 days	10.6 days	10.5 days
School				
Principal's years at school	1.0	No Change	3.0	4.0
Student-teacher ratio in core subjects	15.0 to 1	Down from 15.4 to 1	17.1 to 1	19.2 to 1
Prime instructional time	N/R	N/R	90.7%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 81.8%	100.0%	100.0%
Character development program	Good	Up from Average	Excellent	Excellent
Dollars spent per pupil**	\$8,888	Up 1.5%	\$8,766	\$7,548
Percent of expenditures for instruction**	64.9%	Up from 57.2%	68.1%	68.7%
Percent of expenditures for teacher salaries**	54.8%	Up from 53.0%	62.4%	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

Fairfax Elementary is one of two elementary schools located in rural Allendale County. Serving approximately 294 students, Fairfax has a diverse student population and a staff of over 50, including administrators, teachers, teacher assistants, a guidance counselor, cafeteria workers, and custodians.

Fairfax Elementary was first known as Fairfax Training School (1955-1956) and served all African American students. During the school year of 1971-1972, the name was changed to Fairfax Elementary School. The principal at that time was Louis Bryan. In 2009, Ranston K. Chandler was appointed principal of Fairfax Elementary School.

Our school is comprised of Pre-K through Fifth Grade, Primary and Lower Elementary Montessori, and a NEW Developmental Kindergarten class. The parents, School Improvement Council (SIC), Parent Teacher Association (PTA), School Board of Allendale County Schools, and community members support the mission, vision, and goals of Fairfax Elementary School, thus leaving "NO CHILD LEFT BEHIND."

Principal: Ranston K. Chandler
SIC Chairperson: Christina G. Riley

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	21	44	30
Percent satisfied with learning environment	76.2%	81.4%	60.0%
Percent satisfied with social and physical environment	90.5%	72.7%	70.0%
Percent satisfied with school-home relations	57.1%	72.1%	70.0%

* 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	YES
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This school met 13 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	R
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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	N/A	1.9%
Classes in high poverty schools not taught by highly qualified teachers	9.0%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.9%	0.0%	No
Student attendance rate	95.1%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

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	124	100	53.9	33.9	12.2	60.9	53.5	83.5	Yes	Yes
Gender										
Male	72	100	62.7	29.9	7.5	53.7	48.7	80.1	N/A	N/A
Female	52	100	41.7	39.6	18.8	70.8	59.3	87	N/A	N/A
Racial/Ethnic Group										
White	5	I/S	I/S	I/S	I/S	I/S	81.8	89.6	I/S	I/S
African American	116	100	57	32.7	10.3	58.9	52.5	74.6	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	92.7	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	70.6	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	85.1	I/S	I/S
Disability Status										
Disabled	19	100	88.9	5.6	5.6	27.8	30.4	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	69.2	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	119	100	56.4	31.8	11.8	59.1	52.9	76.9	Yes	Yes

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

All Students	124	100	62.6	33.9	3.5	51.3	46.4	80.4	Yes	Yes
Gender										
Male	72	100	N/A	N/A	N/A	46.3	44.3	78.4	N/A	N/A
Female	52	100	60.4	31.3	8.3	58.3	49	82.5	N/A	N/A
Racial/Ethnic Group										
White	5	I/S	I/S	I/S	I/S	I/S	72.7	87.8	I/S	I/S
African American	116	100	64.5	32.7	2.8	49.5	45.8	69.3	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	93.5	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	52.9	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	83.2	I/S	I/S
Disability Status										
Disabled	19	100	N/A	N/A	N/A	27.8	24.6	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	46.2	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	119	100	63.6	32.7	3.6	50.9	45	72.8	Yes	Yes

* 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

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
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Science

All Students	85	98.8	75.6	21.8	2.6	24.4	25.3	67.3
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Gender

Male	49	100	70.2	27.7	2.1	29.8	27.2	66.9
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Female	36	97.2	83.9	12.9	3.2	16.1	22.7	67.7
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Racial/Ethnic Group

White	3	I/S	I/S	I/S	I/S	I/S	I/S	79.6
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African American	79	98.7	80.6	18.1	1.4	19.4	24	49.7
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Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	84.4
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Hispanic	3	I/S	I/S	I/S	I/S	I/S	50	59.4
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American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5
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Disability Status

Disabled	13	100	83.3	8.3	8.3	16.7	19.1	33.8
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Migrant Status

Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
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English Proficiency

Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	45.5	58.6
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Socio-Economic Status

Subsidized meals	80	98.8	75.3	21.9	2.7	24.7	24.9	55.4
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Social Studies

All Students	83	98.8	74	23.3	2.7	26	29.5	70.9
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Gender

Male	49	100	75	22.7	2.3	25	27.2	70.1
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Female	34	97.1	72.4	24.1	3.4	27.6	32	71.7
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Racial/Ethnic Group

White	4	I/S	I/S	I/S	I/S	I/S	I/S	79.2
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African American	79	98.7	73.9	24.6	1.4	26.1	28.8	58.4
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Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	86.8
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Hispanic	0	N/A	N/A	N/A	N/A	N/A	36.4	68
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American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	71.2
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Disability Status

Disabled	13	100	N/A	N/A	N/A	N/A	13	39.3
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Migrant Status

Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
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English Proficiency

Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	I/S	68
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Socio-Economic Status

Subsidized meals	81	98.8	74.6	22.5	2.8	25.4	28	60.8
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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	123	98.4	66.4	28.3	5.3	33.6	34.5	72.1	95.1	95.4
Gender										
Male	72	98.6	77.3	19.7	3	22.7	27.5	65.2	95.1	95.4
Female	51	98	51.1	40.4	8.5	48.9	42.9	79.2	95	95.4
Racial/Ethnic Group										
White	5	I/S	I/S	I/S	I/S	I/S	54.5	80.8	94.1	94.2
African American	115	100	69.2	27.1	3.7	30.8	34	59.7	95.1	95.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	87	80.6	89.6
Hispanic	3	I/S	I/S	I/S	I/S	I/S	40	64.6	96.9	96.5
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	73.4	66.7	96.8
Disability Status										
Disabled	18	88.9	N/AV	N/AV	N/AV	N/AV	8.1	27.7	95.2	94.3
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	83.9
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	27.3	63.7	95	95.8
Socio-Economic Status										
Subsidized meals	118	98.3	66.7	27.8	5.6	33.3	34.2	61.9	95.2	95.3

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 Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	39	100	66.7	25	8.3	33.3
	4	42	100	55	35	10	45
	5	44	100	67.6	29.7	2.7	32.4
	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	38	100	62.2	27	10.8	37.8
	4	46	100	52.5	32.5	15	47.5
	5	40	100	47.4	42.1	10.5	52.6
	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	39	100	63.9	30.6	5.6	36.1
	4	42	100	70	25	5	30
	5	44	100	N/AV	N/AV	N/AV	10.8
	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	38	100	81.1	16.2	2.7	18.9
	4	46	100	45	50	5	55
	5	40	100	63.2	34.2	2.6	36.8
	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	20	100	55.6	22.2	22.2	44.4
	4	42	100	70	27.5	2.5	30
	5	22	100	N/AV	N/AV	N/AV	16.7
	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
2010	3	18	100	N/A	N/A	N/A	5.6
	4	46	100	65	30	5	35
	5	21	95.2	N/A	N/A	N/A	20
	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	19	100	77.8	16.7	5.6	22.2
	4	42	100	47.5	50	2.5	52.5
	5	22	100	N/AV	N/AV	N/AV	5.3
	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	20	100	N/A	N/A	N/A	15.8
	4	44	100	60.5	34.2	5.3	39.5
	5	19	94.7	N/A	N/A	N/A	6.3
	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
Writing							
2009	3	39	97.4	68.6	25.7	5.7	31.4
	4	41	100	70	22.5	7.5	30
	5	42	95.2	81.1	10.8	8.1	18.9
	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
2010	3	38	100	73	21.6	5.4	27
	4	45	95.6	73.7	23.7	2.6	26.3
	5	40	100	52.6	39.5	7.9	47.4
	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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