

Fairforest Elementary School



School Improvement:

*Focusing on Student
Performance*

2004–2005

School Improvement Plan Report 2004–2005

Name of School:	Fairforest Elementary School
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Mascot:	Feathers the Falcon
Principal:	Stephen Krawczyk
Assistant Principal:	Lindi Metcalf



Feathers the Falcon

Table of Contents

Part 1: School and Community Profile	1
Part 2: Beliefs and Mission	53
Part 3: Desired Results for Student Learning.....	57
Part 4: Analysis of Instructional and Organizational Effectiveness.....	63
Part 5: Action Plan - School Improvement Plan	75
Part 6: Implementing the Plan and Documenting Results	81

Part 1: School and Community Profile

Narrative Description of the Process of Creating the Fairforest Elementary School Profile

The Profile Committee set out in May of 2004 to revise the Profile section of our 1999-2000 SACS Self-Study Document. We looked at that document to see what kinds of data had been collected, and began gathering data to update that document. This beginning data was gathered from SASI, the database that is used by Spartanburg School District Six to keep track of pertinent data on our students and teachers, and from informal surveys of our student population. We began to analyze this data over the summer of 2004.

At the first meeting of the whole committee in the fall of 2004, each member agreed to research specific topics, gather the supporting data, and write up their findings. Data was gathered from SASI, from informal surveys of our student population, and from information requested from faculty, administration, staff, parents, and community members. As we continued to gather data and compare it with data from five years ago, our belief that our school had changed significantly in the areas of student ethnicity, poverty levels of our families, and age and education levels of administration and faculty were confirmed. We decided that a new section detailing these changes was needed.

We compiled all of our data and narratives that were ready and published our first draft in late October. At that time, we put a copy on the school website with password-only access for school employees and team members to see. Feedback from team members and other school personnel resulted in some changes in the next draft.

We continued to collect data as it became available for this school year through the end of the first semester. We produced two more drafts for review by administration, faculty, School Improvement Council, and other stakeholders. On February 13, 2005, we updated the document on the school website and removed the password to make the document available to anyone who wished to read it. We received requests for clarification of some points from School Improvement Council, and made changes to reflect those requests.

We believe that as a result of having many people contribute to this document, and even more people review it critically, we have been able to produce a document that is a true representation of the school and community, and a useful tool as we continue to improve our planning and instruction.

Profile Team

Team Leader

Sheila Gillespie, Music teacher

Team Members

Ashley Anderson, Fourth Grade Teacher

Boyce Frye, Head Custodian

Joyce Harrison, Media Specialist

Kathy Horwatt, ESOL Teacher

Elda Hymas, Spanish Teacher

Larry Irvin, Community Member and Former Principal

Lina Parkhurst, Community Member and Parent Representative

Jill Plexico, School Nurse

Lisa Smith, Secretary

Cheryl Watson, Kindergarten Teaching Assistant

Anne Wedding, Resource Teacher

Introduction

Located in the heart of the Fairforest Community, Fairforest Elementary School truly exemplifies the feel of "The Little Red Schoolhouse" in everyone's heart and mind. As children arrive at school each morning, they are greeted by Principal Stephen Krawczyk or Assistant Principal Lindi Metcalf. The building has a friendly and inviting atmosphere for students. This is due in part to the warmth of the carefully preserved hardwood floors, the beautiful hand-painted murals, the caring smiles of the teachers and staff, and the cleanliness of the total facility. The school theme for the year 2004-2005, "It's a Small World After All," extends a welcome to our multi-cultural community, and exemplifies the caring and giving atmosphere of the school.

Fairforest Elementary School is a public community school. Until 1950 all grades in Fairforest School were located in buildings on the site of the current Fairforest Middle School. In 1950 this building was built to serve 301 students. In 1967, with an enrollment of 424, the school was enlarged by adding four classrooms and a library. In 1984-85, a second building program was completed. New construction included a lunchroom, a library, a multi-purpose room, a kindergarten and eight classrooms. These additions, renovation of the old building, and rearrangement of existing spaces resulted in a facility that could efficiently house 365 students and still leave some room for expansion. We soon found our facility to be inadequate for our growing enrollment. Since 1993 our enrollment has consistently remained in the 500 range. In 1997-98, our attendance peaked at 614. A rezoning of our area that year caused our enrollment to drop to 515 in 1999-2000. Our enrollment continued to drop for the next two years, to a low of 482 at the end of the 2001-2002 school year. The following two years' enrollments were 528 and 514. Our present enrollment is 510. The new lunchroom was expanded in 1996. Our four third grade classes are now housed in portable classrooms located behind the main structure. Our music classes have been meeting on the stage in the auditorium since 1994. Our Spanish teachers and guidance counselor travel to each classroom to conduct their classes. Only one room in the new addition was designed as a five-year-old kindergarten room. We now have four kindergarten classes dispersed throughout the school in regular sized classrooms. We have four classes on each grade level, kindergarten through five, except for second grade, which has five classes this year. The average class size this year is 20.4, down from 23 in 2000. Our building is situated on 18 acres.

Spartanburg School District Six is currently making plans to build a new facility for Fairforest Elementary. Studies of our area put our projected enrollment for 5 years in the future at 528, and for 10 years at 550. The new building will be built to house 600 children. It is too soon in the planning process to know whether the building will be on the present site, or on a 67-acre plot owned by Spartanburg School District Six, located on Mt. Zion Road and New Hope Road.

The administration and faculty consist of a principal, an assistant principal, twenty-five classroom teachers, and a support staff composed of teachers of art, music, physical education, library, academically and artistically gifted and talented, Spanish, ESOL (English Speakers of Other Languages), LEAP (Language Enrichment Acceleration Program), resource, stringed instruments, speech and language development, and a guidance counselor. A psychologist serves our school one day each week. The certified staff is enhanced by the following personnel: a full-time nurse, two secretaries, four full-time aides for kindergarten classes, a part-time aide for each first grade class, two part-time aides for the library, a computer lab coordinator, six lunchroom employees, and two full-time and three part-time custodians.

We have a variety of programs to meet the special needs of our students. All kindergarten and first grade students are served by the LEAP program, allowing them to get a good start in reading. Our ESOL program serves children who have difficulties with speaking, reading, and writing English as their second language. Our Itinerant Resource Special Education programs serve the learning needs of students who qualify. Speech and Language Development is offered for students who are identified as needing help with articulation and language development. Our Guidance department provides counseling for students who need assistance with social issues, family situations, and crisis management. Academically gifted and talented students in grades three through five are served by the Horizons program. Gifted and talented students in art and music in grades three through five are served by the Art Visions and the Music Visions programs. Children in third and fourth grades who need help with homework are served by Smart Center, which is sponsored by Boys & Girls Club of Metro Spartanburg, Inc. Before and after school tutoring in reading and math serves third, fourth, and fifth graders. Eligibility for this program is based on PACT scores and other in-house data.

Our school atmosphere is enriched by many volunteers who tutor students, assist in the library, perform clerical duties, decorate the art gallery monthly, arrange school displays, accompany classes on field trips, and support teachers in numerous ways. We consider our volunteers a vital part of our school.

Business partnerships are integral to our school's well-being. The following is a list of our current business partners and what they do for our school.

Business	What it will do for FES
Aikido Academy	Career day speaker/demonstration Incentive program presentations
Applebee's Cracker Barrel	Provide meal coupons for Honor Roll students Incentive coupons for students FES Cracker Barrel night out for teachers with free dessert
Hobby Lobby	10% discount on supplies Curriculum-centered craft Saturdays for FES students
Office Depot	Free supplies for hands-on activities Star Teacher—discounted supplies for teachers who join
Sam's Club	Display Star Students/Teachers Display student work Provide birthday club supplies along with teacher snacks, incentives Employees to mentor/tutor students Employees to do clerical work (copying, bulletin boards, etc.) Furnish our future science lab
Starbucks	Employees to tutor students Refreshments for a reading night and a breakfast
Tietex	Employees to mentor/tutor students Provide extra scraps of fabrics, tiles, etc. for class projects
Tindall	Pending future construction for a science lab at FES
Westview Fire Department	Provide mentors/lunch buddies/tutors for students Career day speakers

With the cooperative efforts of parents, staff, and community, Fairforest Elementary strives to prepare students to become productive members of the community. The educational plan designed for each of our young students can best be accomplished by the cooperative atmosphere provided by the whole community.

Fairforest Elementary has been fully accredited by the Southeastern Association of Colleges and Schools since 1963. In the years from 1994-95 to 1999-2000, Fairforest won the School Incentive Award twice, third place for Outstanding Reading Program, SCAPES Model School Award for Physical Education, "Footsteps to Fitness" Running Program Award, First Place for SCPTA Reading Program, and PTA Silver Leaf Certificate. In 2001-2002 the school received the Exemplary Writing Award.

The School Report Card, which has been in place for the last three years, rates Fairforest as having made Adequate Yearly Progress in 2002, 2003, and 2004. In 2001 the school received a grade of Good. In years 2002 - 2004 we received a grade of Good.

As a result of our high test scores for a Title I school, last year Fairforest was one of two schools in South Carolina that were selected as finalists for the National Distinguished Title I School Award. A representative from the South Carolina Department of Education visited our school to observe our teaching methods and practices.

Major Changes Since 1999-2000

Poverty/Free/Reduced Lunch/Title I School/Universal Free Breakfast School

The number of our children living at or below the poverty level, as indicated by the number qualifying for free or reduced lunch, has increased steadily over the last several years. In 1999-2000, 45.3% qualified for free or reduced lunch. In May 2004, 51% qualified; in October 2004, 51.86% qualify. Fairforest Elementary has qualified as a Title I School since 2002-2003. Because of the high percentage of our population who live at or near the poverty level, Spartanburg District Six has designated FES as a Universal Free Breakfast School.

Ethnicity and English Speakers of Other Languages

The ethnicity of our population is becoming much more diverse. In 1999-2000, 68.9% of our population was White, 17.5% Black, and all others comprised only 13.6%. Presently the Black population remains fairly constant at 16.27%, White numbers have decreased to 61.37%, which includes 3% of our population who are from Russia. The number of our Hispanic children has grown to 11.96%. Asian Pacific children make up 7.06%. The remaining 3.34% are racially mixed, with Black/White being most common.

We have 92 students (18% of our population) being served in the ESOL program. The number of Hispanic children being served has grown from 10 in 1999-2000 to 52 this year. In 1999-2000, most of our ESOL children were Southeast Asians who spoke Hmong at home. This population has fluctuated over the last 5 years, but at 19 students, is now at about the same level as it was in 2000. The number of Ukrainian/Russian children served has grown from 1 to 15. We also serve 5 Cambodian children, and 1 child who speaks Gujarati at home.

Turnover of Student Population

Over the last few years our student population has become much more transient. From a survey of all fourth and fifth graders taken in April 2004, we learned that only about 1/3 of our fifth graders at that time had been at Fairforest Elementary since kindergarten; 19% had come to us during their fifth grade year, almost 16%, during fourth grade, and almost 6% had been in and out of Fairforest at least once.

An update of the survey of this year's fifth graders, conducted in October 2004, revealed that we had lost 17.5% of the members of this class over the summer. In October, we had 76 fifth graders, 8 of whom had arrived during this school year (10.53% of the class). As of January 7, 2005, we have 81 fifth graders, 13 of whom have arrived during 5th grade (16.05% of the class). Only 31% of this class have been here since kindergarten, and only 68% have been here since sometime during their third grade year. About 5% of this class have been in and out of the school at least once. About 26% have arrived during their fourth or fifth grade year.

The following charts give a breakdown of transience by ethnic background.

Fifth Grade 2003-2004 as of April 2004 (last year's 5th grade)

First Year at FFES	White English Speaking	White ESOL	Black		Asian Pacific	Total	% came this grade	% here by end of this grade
Kindergarten	23	0	4	1	2	30	33.71%	33.71%
First Grade	2	0	0	1	0	3	3.37%	37.08%
Second Grade	6	2	2	0	1	11	12.36%	49.44%
Third Grade	0	3	2	4	0	9	10.11%	59.55%
Fourth Grade	8	1	4	0	1	14	15.73%	75.28%
Fifth Grade	8	1	2	5	1	17	19.10%	100.00%
In/Out of FFES	2	0	1	2	0	5	5.62%	
Total	49	7	15	13	5	89		

Fifth Grade 2004-2005 as of October 5, 2004 (this year's 5th grade)

First Year at FFES	White	Black/White	Black		Asian Pacific	Total	% came this grade	% here by end of this grade
Kindergarten	18	1	4	0	3	26	34.21%	34.21%
First Grade	5	0	1	2	1	9	11.84%	46.05%
Second Grade	6	0	5	2	1	14	18.42%	64.47%
Third Grade	3	0	3	1	0	7	9.21%	73.68%
Fourth Grade	4	0	3	1	0	8	10.53%	84.21%
Fifth Grade	3	1	4	0	0	8	10.53%	100.00%
In/Out of FFES	4	0	0	0	0	4	5.26%	
Total	43	2	20	6	5	76		

Fifth Grade 2004-2005 as of January 7, 2005 (this year's 5th grade)

First Year at FFES	White Eng Spkg	White ESOL	Black / White	Black	Hispanic	Asian Pacific	Total	% came this grade	% here by the end of this grade
Kindergarten	18	0	1	4	0	2	25	30.86%	30.86%
First Grade	5	0	0	1	2	1	9	11.11%	41.98%
Second Grade	6	0	0	5	2	1	14	17.28%	59.26%
Third Grade	3	0	0	3	1	0	7	8.64%	67.90%
Fourth Grade	4	0	0	3	1	0	8	9.88%	77.78%
Fifth Grade	4	2	0	6	1	0	13	16.05%	100.00%
In/Out of FFES	5	0	0	0	0	0	5	6.17%	
Total	45	2	1	22	7	4	81		

Age/Experience of Administration and Faculty

The age and experience of our administration and faculty has changed considerably over the last five years. For details, see p. 40.

New Student Organizations

During the last five years, several new extracurricular organizations have been created for our students. Student Council is comprised of representatives from each classroom. Officers are selected by a school-wide election. Fifth graders who have maintained a B average are invited to be in Beta Club. Falcon Guard is based on high school ROTC training. Membership in this group, which is extremely well trained and responsible for the care of the flag, is highly competitive and coveted. Safety Patrol is also a very popular group. These students help to keep everyone safe as we arrive and leave school each day. Dance and Fitness club is for 5th graders who want to participate.

Community Fundraisers and Volunteer Activities

In an effort to be caring citizens of our community, our Guidance Department, principals, Student Council, Falcon Guard, Physical Education Department, and other groups in the school have organized several community service projects. These projects have been very successful. In the last two years, we have raised over \$12,000 to benefit these causes, which are listed on pages 38–39. In addition, we have made donations of books, food, and many other items.

Student Performance Data

School Measures:

- Students are assessed on reading, language arts, math, science, social studies, health, art, music, physical education and library skills throughout each six-week grading period.
- Computerized Measures of Academic Progress (MAP) tests, assessing progress in math, reading, and language arts, are given twice a year to students in grades 2 through 5. MAP data pinpoints students' strengths and weaknesses on specific skills related to PACT standards, allowing teachers to better plan for classroom instruction and for optimal usage of our school Compass lab.
- Second graders take the Iowa Test of Basic Skills and the Cognitive Abilities Test for Horizons (gifted education) placement in third grade.
- All Kindergarten and first grade students are assessed three times per year using The South Carolina Readiness Assessment (SCRA) as required by the state. The SCRA evaluates each student's progress toward mastery of standards at each grade level.
- Although the state does not require that first and second grade students be evaluated using PACT, Fairforest Elementary and all of the District 6 schools administer an unofficial version of the PACT to students at these grade levels. This test version gives teachers and the district important information about mastery of first and second grade level standards and helps to prepare students for the state mandated PACT beginning in third grade.
- The official PACT is administered to students in third through fifth grade in May to evaluate mastery of grade level standards as required by the state.
- In addition to school-wide performance tests, assessment in reading is provided by the STAR test. The STAR test is a normed, computerized reading test. STAR tests are used to assess the reading proficiency of our first graders and all new students. Using STAR data, we can outfit children with reading materials at a comfortable and appropriate reading level on their first day in our school.

Palmetto Achievement Challenge Test (PACT)

In looking at the PACT scores over a four-year period (2001 – 2004), we see a few trends. We, like the rest of the district, set the bar high in third grade in ELA and Math by having low percentages of children who score Below Basic. In fourth grade, that number notably increases. In fifth grade, those numbers fluctuate only slightly in either direction.

Another notable trend that is visible is the apparent "move to the middle." For example, when looking at the student scores in a longitudinal fashion, one can see that gains are being made by moving children from the Below Basic level. One can also see that losses occur with students dropping from the Advanced and/or Proficient levels. Again, this is true in both ELA and Mathematics.

When we examine the data we have for Science and Social Studies we do not see such a tendency. However, there is not enough data available to provide an accurate longitudinal measure.

When we look at the district trends we see a lower percentage of children scoring Below Basic each year in ELA and Mathematics. That in and of itself could imply that we are on the right track, but when we take a closer look at student subgroups we can find areas in which we excel and areas in which we need to improve.

In all categories, our White population outperforms all minorities in each of the positive PACT categories (Basic, Proficient, and Advanced). A large discrepancy exists between the White population and the African American population. We also see a discrepancy between the performance of our students who receive subsidized meals and those who do not, with the latter consistently outperforming the prior, again being measured by positive PACT categories.

The following pages contain PACT scores for 1999 through 2004. Performance on the tests is broken down by gender, ethnic background, and whether children live in poverty, as determined by Full Pay or Free/Reduced lunch status. Each page contains a grouping of Grades 3, 4, and 5 for easy comparison of scores by subject or by year. Scores have been grouped by subject: Math, English Language Arts (ELA), Science, and Social Studies (SS).

Following each subject is a summary line graph where each line represents the overall percentage distribution of students who scored advanced, proficient, basic, and below basic, over the six years of PACT. Note that Science and Social Studies were not tested in PACT until 2003.

Please note that cells in the following tables will be blank, indicating unavailable data, unless a test subgroup for that cell contains 5 or more children. A zero in a cell means that no one scored in that category.

Fairforest Elementary School 1999 Pact Scores

Math PACT Grade 3	Total # of Students	% Advanced	% Proficient	% Basic	% Below Basic
Overall %	76	11.8	22.4	48.7	17.1
Male	39	7.7	17.9	59.0	15.4
Female	37	16.2	27.0	37.8	18.9
White	56	16.1	23.2	44.6	16.1
Black	15	0.0	13.3	60.0	26.7
Hispanic	2				
Asian	3				
Full Pay	50	16.0	24.0	44.0	16.0
F/R Lunch	26	3.8	19.2	57.7	19.2

Math PACT Grade 4	Total # of Students	% Advanced	% Proficient	% Basic	% Below Basic
Overall %	95	5.3	16.8	48.4	29.5
Male	46	2.2	15.2	52.2	30.4
Female	49	8.2	18.4	44.9	28.6
White	77	6.5	20.8	49.4	23.4
Black	12	0.0	0.0	41.7	58.3
Hispanic	0				
Asian	6	0.0	0.0	50.0	50.0
Full Pay	60	6.7	21.7	45.0	26.7
F/R Lunch	35	2.9	8.6	54.3	34.3

Math Pact Grade 5	Total # of Students	% Advanced	% Proficient	% Basic	% Below Basic
Overall %	90	18.9	24.4	33.3	23.3
Male	44	18.2	29.5	34.1	18.2
Female	46	19.6	19.6	32.6	28.3
White	67	25.4	26.9	34.3	13.4
Black	15	0.0	20.0	20.0	60.0
Hispanic	2				
Asian	6	0.0	16.7	50.0	33.3
Full Pay	63	25.4	30.2	33.3	11.1
F/R Lunch	27	3.7	11.1	33.3	51.9

Note: Blank cells in these tables indicate the unavailability of data for test groups of less than 5 students.

Fairforest Elementary School 2000 Pact Scores

Math Pact Grade 3	Total # of Students	% Advanced	% Proficient	% Basic	% Below Basic
Overall %	91	14.3	23.1	44.0	18.7
Male	57	8.8	26.3	50.9	14.0
Female	34	23.5	17.6	32.4	26.5
White	68	17.6	27.9	44.1	10.3
Black	14	7.1	7.1	42.9	42.9
Hispanic	3				
Asian	6	0.0	16.7	33.3	50.0
Full Pay	54	22.2	29.6	40.7	7.4
F/R Lunch	37	2.7	13.5	48.6	35.1

Math Pact Grade 4	Total # of Students	% Advanced	% Proficient	% Basic	% Below Basic
Overall %	79	8.9	17.7	49.4	24.1
Male	37	10.8	8.1	51.4	29.7
Female	42	7.1	26.2	47.6	19.0
White	47	12.8	25.5	48.9	12.8
Black	18	5.6	0.0	50.0	44.4
Hispanic	3				
Asian	11	0.0	9.1	45.5	45.5
Full Pay	46	15.2	26.1	41.3	17.4
F/R Lunch	33	0.0	6.1	60.6	33.3

Math Pact Grade 5	Total # of Students	% Advanced	% Proficient	% Basic	% Below Basic
Overall %	92	5.4	16.3	43.5	34.8
Male	44	4.5	18.2	43.2	34.1
Female	48	6.3	14.6	43.8	35.4
White	70	7.1	21.4	44.3	27.1
Black	14	0.0	0.0	42.9	57.1
Hispanic	1				
Asian	7	0.0	0.0	42.9	57.1
Full Pay	54	9.3	22.2	40.7	27.8
F/R Lunch	38	0.0	7.9	47.4	44.7

Note: Blank cells in these tables indicate the unavailability of data for test groups of less than 5 students.

Fairforest Elementary School 2001 Pact Scores

Math PACT Grade 3	Total # of Students	% Advanced	% Proficient	% Basic	% Below Basic
Overall %	91	20.9	24.2	35.2	19.8
Male	51	17.6	23.5	33.3	25.5
Female	40	25.0	25.0	37.5	12.5
White	56	30.4	25.0	28.6	16.1
Black	23	4.3	17.4	52.2	26.1
Hispanic	4				
Asian	8	12.5	37.5	12.5	37.5
Full Pay	57	29.8	28.1	29.8	12.3
F/R Lunch	34	5.9	17.6	44.1	32.4

Math PACT Grade 4	Total # of Students	% Advanced	% Proficient	% Basic	% Below Basic
Overall %	88	19.3	27.3	36.4	17.0
Male	55	18.2	29.1	38.2	14.5
Female	33	21.2	24.2	33.3	21.2
White	67	23.9	25.4	40.3	10.4
Black	13	7.7	30.8	30.8	30.8
Hispanic	2				
Asian	6	0.0	33.3	0.0	66.7
Full Pay	58	20.7	31.0	37.9	10.3
F/R Lunch	30	16.7	20.0	33.3	30.0

Math PACT Grade 5	Total # of Students	% Advanced	% Proficient	% Basic	% Below Basic
Overall %	78	7.7	19.2	35.9	37.2
Male	37	8.1	10.8	35.1	45.9
Female	41	7.3	26.8	36.6	29.3
White	47	10.6	29.8	34.0	25.5
Black	18	0.0	0.0	27.8	72.2
Hispanic	3				
Asian	10	10.0	0.0	50.0	40.0
Full Pay	45	13.3	22.2	37.8	26.7
F/R Lunch	33	0.0	15.2	33.3	51.5

Note: Blank cells in these tables indicate the unavailability of data for test groups of less than 5 students.

Fairforest Elementary School 2002 Pact Scores

Math PACT Grade 3	Total # of Students	% Advanced	% Proficient	% Basic	% Below Basic
Overall %	79	11.4	17.7	49.4	21.5
Male	44	11.4	22.7	50.0	15.9
Female	35	11.4	11.4	48.6	28.6
White	51	13.7	25.5	47.1	13.7
Black	11	0.0	9.1	63.6	27.3
Hispanic	6	0.0	0.0	33.3	66.7
Asian	9	22.2	0.0	55.6	22.2
Full Pay	48	16.7	20.8	50.0	12.5
F/R Lunch	31	3.2	12.9	48.4	35.5

Math PACT Grade 4	Total # of Students	% Advanced	% Proficient	% Basic	% Below Basic
Overall %	95	18.9	14.7	45.3	21.1
Male	52	15.4	13.5	50.0	21.2
Female	43	23.3	16.3	39.5	20.9
White	55	29.1	16.4	40.0	14.5
Black	28	0.0	14.3	50.0	35.7
Hispanic	7	0.0	14.3	71.4	14.3
Asian	3				
Other	2				
Full Pay	55	30.9	10.9	41.8	16.4
F/R Lunch	40	2.5	20.0	50.0	27.5

Math PACT Grade 5	Total # of Students	% Advanced	% Proficient	% Basic	% Below Basic
Overall %	89	24.7	32.6	28.1	14.6
Male	52	21.2	36.5	26.9	15.4
Female	37	29.7	27.0	29.7	13.5
White	65	29.2	36.9	26.2	7.7
Black	15	0.0	13.3	40.0	46.7
Hispanic	4				
Asian	4				
Other	1				
Full Pay	61	29.5	34.4	29.5	6.6
F/R Lunch	28	14.3	28.6	25.0	32.1

Note: Blank cells in these tables indicate the unavailability of data for test groups of less than 5 students.

Fairforest Elementary School 2003 Pact Scores

Math PACT Grade 3	Total # of Students	% Advanced	% Proficient	% Basic	% Below Basic
Overall %	84	16.7	25.0	52.4	6.0
Male	45	17.8	17.8	55.6	8.9
Female	38	15.8	34.2	47.4	2.6
White	52	21.2	21.2	53.8	3.8
Black	14	7.1	42.9	42.9	7.1
Hispanic	9	11.1	22.2	55.6	11.1
Asian	6	0.0	16.7	66.7	16.7
Other	3				
Full Pay	45	22.2	15.6	55.6	6.7
F/R Lunch	39	10.3	35.9	48.7	5.1

Math PACT Grade 4	Total # of Students	% Advanced	% Proficient	% Basic	% Below Basic
Overall %	85	15.3	22.4	48.2	14.1
Male	45	13.3	28.9	48.9	8.9
Female	40	17.5	15.0	47.5	20.0
White	55	20.0	23.6	49.1	7.3
Black	12	0.0	33.3	25.0	41.7
Hispanic	5	0.0	0.0	0.0	0.0
Asian	7	28.6	0.0	57.1	14.3
Other	6	0.0	0.0	0.0	0.0
Full Pay	53	17.0	28.3	43.4	11.3
F/R Lunch	32	12.5	12.5	56.3	18.8

Math PACT Grade 5	Total # of Students	% Advanced	% Proficient	% Basic	% Below Basic
Overall %	89	14.6	29.2	43.8	12.4
Male	47	19.1	27.7	42.6	10.6
Female	42	9.5	31.0	45.2	14.3
White	56	19.6	37.5	37.5	5.4
Black	21	4.8	9.5	57.1	28.6
Hispanic	7	0.0	28.6	57.1	14.3
Asian	1				
Other	4				
Full Pay	56	17.9	32.1	42.9	7.1
F/R Lunch	33	9.1	24.2	45.5	21.2

Note: Blank cells in these tables indicate the unavailability of data for test groups of less than 5 students.

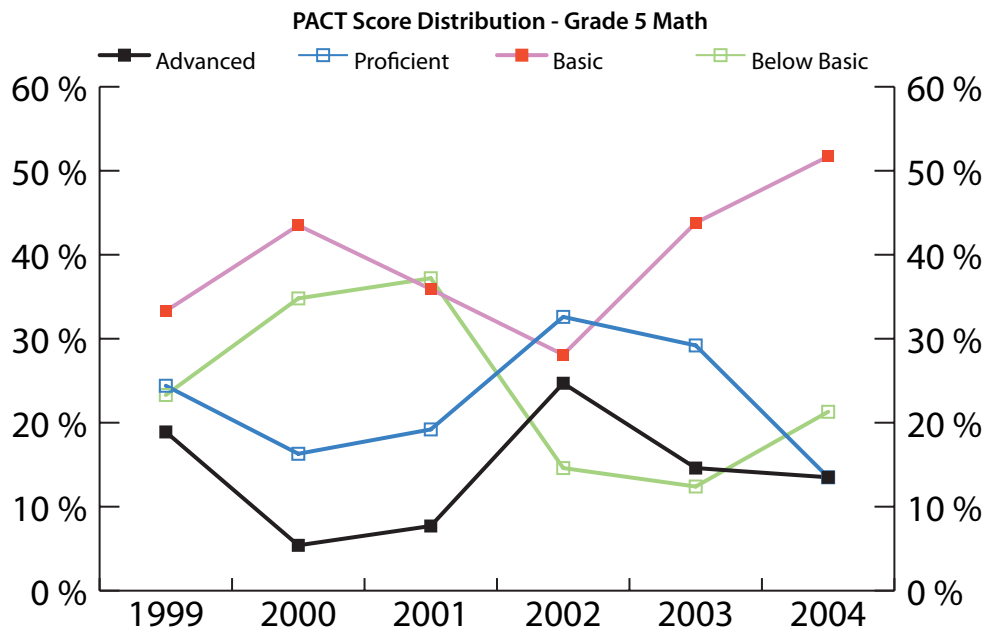
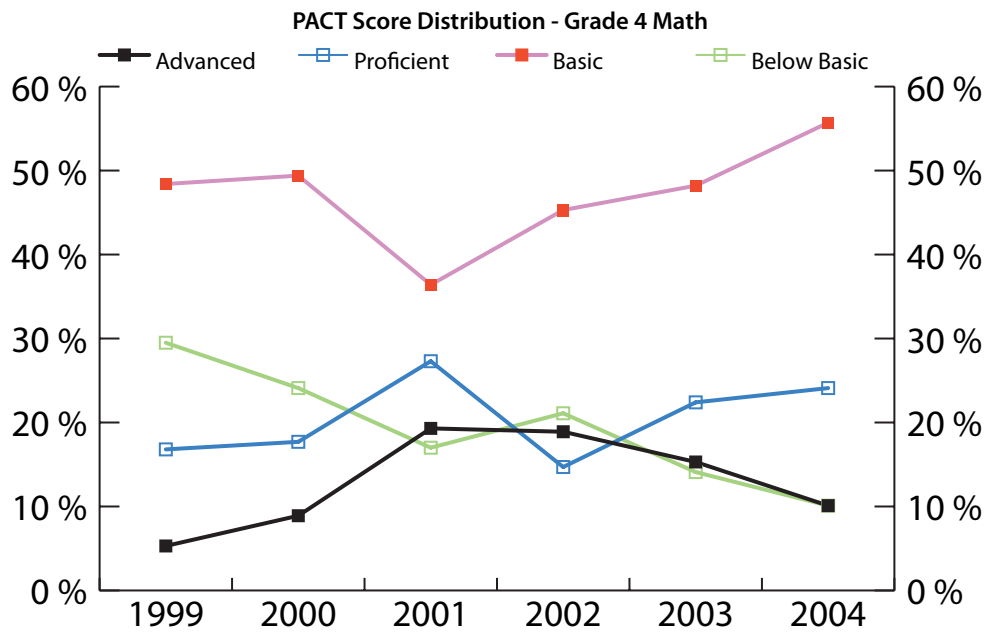
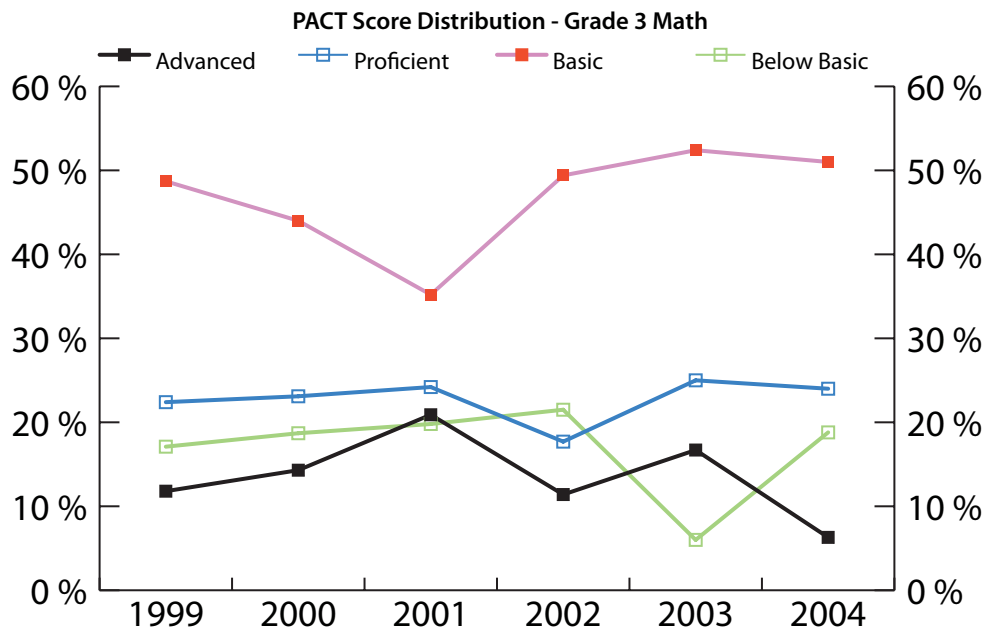
Fairforest Elementary School 2004 Pact Scores

Math PACT Grade 3	Total # of Students	% Advanced	% Proficient	% Basic	% Below Basic
Overall %	96	6.3	24.0	51.0	18.8
Male	50	8.0	28.0	50.0	14.0
Female	46	4.3	19.6	52.2	23.9
White	63	9.5	31.7	47.6	11.1
Black	15	0.0	6.7	66.7	26.7
Hispanic	11	0.0	9.1	54.5	36.4
Asian	7	0.0	0.0	0.0	0.0
Full Pay	54	9.3	31.5	48.1	11.1
F/R Lunch	42	2.4	14.3	54.8	28.6

Math PACT Grade 4	Total # of Students	% Advanced	% Proficient	% Basic	% Below Basic
Overall %	79	10.1	24.1	55.7	10.1
Male	42	14.3	21.4	50.0	14.3
Female	37	5.4	27.0	62.2	5.4
White	49	10.2	26.5	55.1	8.2
Black	18	11.1	16.7	50.0	22.2
Hispanic	5	0.0	0.0	0.0	0.0
Asian	7	0.0	0.0	0.0	0.0
Full Pay	41	9.8	29.3	58.5	2.4
F/R Lunch	38	10.5	18.4	52.6	18.4

Math PACT Grade 5	Total # of Students	% Advanced	% Proficient	% Basic	% Below Basic
Overall %	89	13.5	13.5	51.7	21.3
Male	45	8.9	17.8	53.3	20.0
Female	44	18.2	9.1	50.0	22.7
White	58	17.2	12.1	58.6	12.1
Black	14	7.1	28.6	21.4	42.9
Hispanic	10	0.0	0.0	60.0	40.0
Asian	7	0.0	0.0	0.0	0.0
Full Pay	48	20.8	12.5	50.0	16.7
F/R Lunch	41	4.9	14.6	53.7	26.8

Note: Blank cells in these tables indicate the unavailability of data for test groups of less than 5 students.



Fairforest Elementary School 1999 Pact Scores

ELA PACT Grade 3	Total # of Students	% Advanced	% Proficient	% Basic	% Below Basic
Overall %	76	0.0	46.1	32.9	21.1
Male	39	0.0	35.9	30.8	33.3
Female	37	0.0	56.8	35.1	8.1
White	56	0.0	51.8	28.6	19.6
Black	15	0.0	26.7	46.7	26.7
Hispanic	2				
Asian	3				
Full Pay	50	0.0	54.0	32.0	14.0
F/R Lunch	26	0.0	30.8	34.6	34.6

ELA PACT Grade 4	Total # of Students	% Advanced	% Proficient	% Basic	% Below Basic
Overall %	95	7.4	23.2	34.7	34.7
Male	46	2.2	17.4	41.3	39.1
Female	49	12.2	28.6	28.6	30.6
White	77	9.1	26.0	36.4	28.6
Black	12	0.0	16.7	25.0	58.3
Hispanic	0				
Asian	6	0.0	0.0	33.3	66.7
Full Pay	60	8.3	31.7	35.0	25.0
F/R Lunch	35	5.7	8.6	34.3	51.4

ELA PACT Grade 5	Total # of Students	% Advanced	% Proficient	% Basic	% Below Basic
Overall %	90	3.3	42.2	25.6	28.9
Male	44	4.5	45.5	22.7	27.3
Female	46	2.2	39.1	28.3	30.4
White	67	4.5	50.7	19.4	25.4
Black	15	0.0	20.0	40.0	40.0
Hispanic	1				
Asian	7	0.0	14.3	57.1	28.6
Full Pay	63	4.8	55.6	23.8	15.9
F/R Lunch	27	0.0	11.1	29.6	59.3

Note: Blank cells in these tables indicate the unavailability of data for test groups of less than 5 students.

Fairforest Elementary School 2000 Pact Scores

ELA PACT Grade 3	Total # of Students	% Advanced	% Proficient	% Basic	% Below Basic
Overall %	91	5.5	46.2	35.2	13.2
Male	57	3.5	45.6	36.8	14.0
Female	34	8.8	47.1	32.4	11.8
White	68	7.4	52.9	32.4	7.4
Black	14	0.0	28.6	42.9	28.6
Hispanic	3				
Asian	6	0.0	16.7	50.0	33.3
Full Pay	54	9.3	63.0	25.9	1.9
F/R Lunch	37	0.0	21.6	48.6	29.7

ELA PACT Grade 4	Total # of Students	% Advanced	% Proficient	% Basic	% Below Basic
Overall %	79	1.3	34.2	36.7	27.8
Male	37	0.0	21.6	45.9	32.4
Female	42	2.4	45.2	28.6	23.8
White	47	2.1	48.9	36.2	12.8
Black	18	0.0	5.6	50.0	44.4
Hispanic	3				
Asian	11	0.0	9.1	18.2	72.7
Full Pay	46	2.2	50.0	30.4	17.4
F/R Lunch	33	0.0	12.1	45.5	42.4

ELA PACT Grade 5	Total # of Students	% Advanced	% Proficient	% Basic	% Below Basic
Overall %	92	0.0	20.7	45.7	33.7
Male	44	0.0	18.2	50.0	31.8
Female	48	0.0	22.9	41.7	35.4
White	70	0.0	27.1	45.7	27.1
Black	14	0.0	0.0	42.9	57.1
Hispanic	1				
Asian	7	0.0	0.0	57.1	42.9
Full Pay	54	0.0	27.8	46.3	25.9
F/R Lunch	38	0.0	10.5	44.7	44.7

Note: Blank cells in these tables indicate the unavailability of data for test groups of less than 5 students.

Fairforest Elementary School 2001 Pact Scores

ELA PACT Grade 3	Total # of Students	% Advanced	% Proficient	% Basic	% Below Basic
Overall %	97	6.9	46.0	35.6	11.5
Male	48	6.3	37.5	39.6	16.7
Female	39	7.7	56.4	30.8	5.1
White	55	10.9	50.9	30.9	7.3
Black	21	0.0	33.3	47.6	19.0
Hispanic	4				
Asian	7	0.0	28.6	42.9	28.6
Full Pay	56	10.7	51.8	33.9	3.6
F/R Lunch	31	0.0	35.5	38.7	25.8

ELA PACT Grade 4	Total # of Students	% Advanced	% Proficient	% Basic	% Below Basic
Overall %	86	3.5	50.0	33.7	12.8
Male	53	1.9	45.3	41.5	11.3
Female	33	6.1	57.6	21.2	15.2
White	66	4.5	56.1	31.8	7.6
Black	12	0.0	25.0	50.0	25.0
Hispanic	2				
Asian	6	0.0	33.3	16.7	50.0
Full Pay	58	5.2	55.2	31.0	8.6
F/R Lunch	28	0.0	39.3	39.3	21.4

ELA PACT Grade 5	Total # of Students	% Advanced	% Proficient	% Basic	% Below Basic
Overall %	77	2.6	26.0	50.6	20.8
Male	36	0.0	19.4	52.8	27.8
Female	41	4.9	31.7	48.8	14.6
White	46	4.3	39.1	52.2	4.3
Black	18	0.0	5.6	44.4	50.0
Hispanic	3				
Asian	10	0.0	10.0	40.0	50.0
Full Pay	45	4.4	40.0	42.2	13.3
F/R Lunch	32	0.0	6.3	62.5	31.3

Note: Blank cells in these tables indicate the unavailability of data for test groups of less than 5 students.

Fairforest Elementary School 2002 Pact Scores

ELA Pact Grade 3	Total # of Students	% Advanced	% Proficient	% Basic	% Below Basic
Overall %	75	5.3	44.0	33.3	17.3
Male	41	2.4	43.9	36.6	17.1
Female	34	8.8	44.1	29.4	17.6
White	49	8.2	55.1	30.6	6.1
Black	10	0.0	20.0	20.0	60.0
Hispanic	6	0.0	33.3	33.3	33.3
Asian	8	0.0	25.0	50.0	25.0
Other	1				
Full Pay	45	6.7	51.1	31.1	11.1
F/R Lunch	30	3.3	33.3	36.7	26.7

ELA PACT Grade 4	Total # of Students	% Advanced	% Proficient	% Basic	% Below Basic
Overall %	91	4.4	34.1	46.2	15.4
Male	49	4.1	28.6	49.0	18.4
Female	42	4.8	40.5	42.9	11.9
White	53	7.5	47.2	34.0	11.3
Black	26	0.0	11.5	69.2	19.2
Hispanic	7	0.0	28.6	42.9	28.6
Asian	3				
Other	2				
Full Pay	54	7.4	44.4	42.6	5.6
F/R Lunch	37	0.0	18.9	51.4	29.7

ELA PACT Grade 5	Total # of Students	% Advanced	% Proficient	% Basic	% Below Basic
Overall %	88	2.3	40.7	43.0	14.0
Male	49	0.0	34.7	49.0	16.3
Female	37	5.4	48.6	35.1	10.8
White	64	3.1	43.8	45.3	7.8
Black	13	0.0	15.4	38.5	46.2
Hispanic	4				
Asian	4				
Other	1				
Full Pay	61	3.3	45.9	44.3	6.6
F/R Lunch	25	0.0	28.0	40.0	32.0

Note: Blank cells in these tables indicate the unavailability of data for test groups of less than 5 students.

Fairforest Elementary School 2003 Pact Scores

ELA PACT Grade 3	Total # of Students	% Advanced	% Proficient	% Basic	% Below Basic
Overall %	78	7.7	50.0	33.3	9.0
Male	40	2.5	47.5	40.0	10.0
Female	37	13.5	54.1	24.3	8.1
White	48	12.5	56.3	27.1	4.2
Black	14	0.0	35.7	50.0	14.3
Hispanic	8	0.0	50.0	37.5	12.5
Asian	5	0.0	0.0	0.0	0.0
Other	3				
Full Pay	41	12.2	53.7	31.7	2.4
F/R Lunch	37	2.7	45.9	35.1	16.2

ELA PACT Grade 4	Total # of Students	% Advanced	% Proficient	% Basic	% Below Basic
Overall %	82	6.1	31.7	37.8	24.4
Male	43	2.3	32.6	44.2	20.9
Female	39	10.3	30.8	30.8	28.2
White	53	7.5	37.7	35.8	18.9
Black	11	0.0	27.3	36.4	36.4
Hispanic	5	0.0	0.0	0.0	0.0
Asian	7	14.3	0.0	28.6	57.1
Other	6	0.0	0.0	0.0	0.0
Full Pay	51	9.8	37.3	33.3	19.6
F/R Lunch	31	0.0	22.6	45.2	32.3

ELA PACT Grade 5	Total # of Students	% Advanced	% Proficient	% Basic	% Below Basic
Overall %	83	3.6	30.1	49.4	16.9
Male	41	0.0	31.7	51.2	17.1
Female	42	7.1	28.6	47.6	16.7
White	52	5.8	38.5	46.2	9.6
Black	19	0.0	21.1	47.4	31.6
Hispanic	7	0.0	0.0	85.7	14.3
Asian	1				
Other	4				
Full Pay	52	5.8	40.4	48.1	5.8
F/R Lunch	31	0.0	12.9	51.6	35.5

Note: Blank cells in these tables indicate the unavailability of data for test groups of less than 5 students.

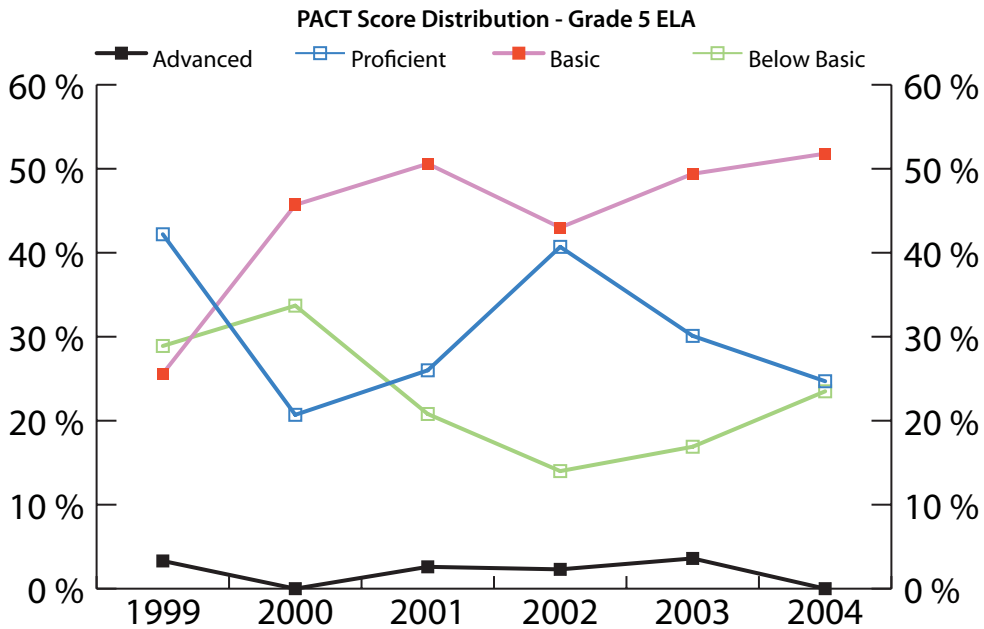
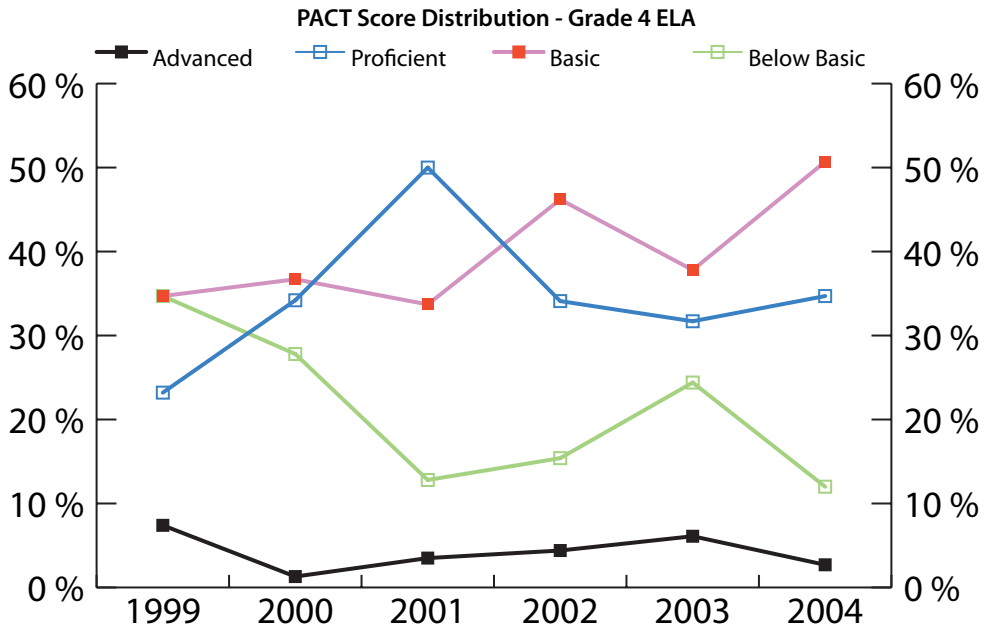
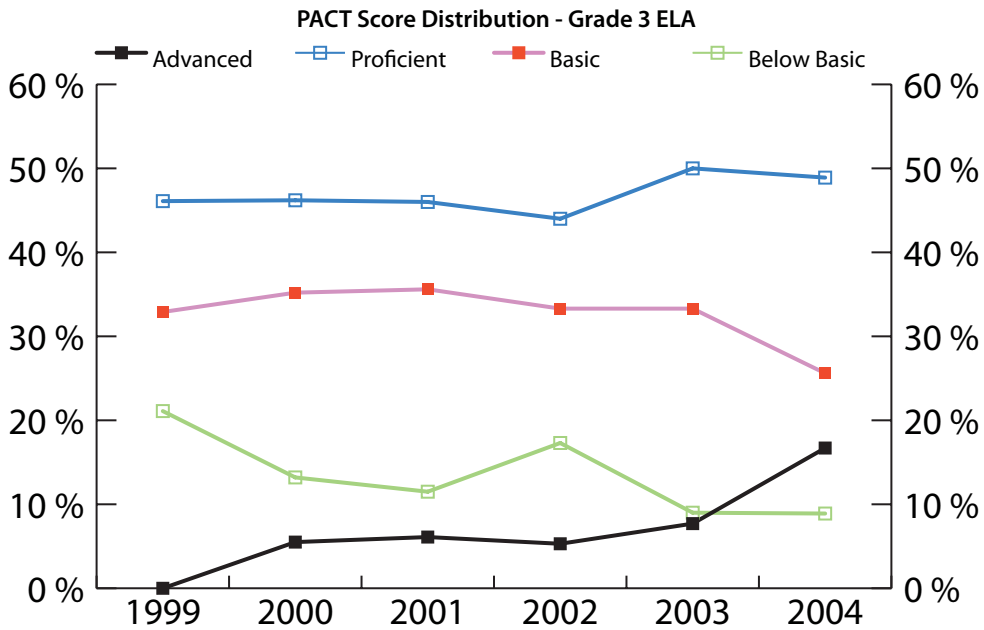
Fairforest Elementary School 2004 Pact Scores

ELA PACT Grade 3	Total # of Students	% Advanced	% Proficient	% Basic	% Below Basic
Overall %	90	16.7	48.9	25.6	8.9
Male	45	20.0	44.4	28.9	6.7
Female	45	13.3	53.3	22.2	11.1
White	59	23.7	52.5	22.0	1.7
Black	13	7.7	69.2	23.1	0.0
Hispanic	11	0.0	9.1	63.6	27.3
Asian	7	0.0	0.0	0.0	0.0
Full Pay	51	29.4	49.0	17.6	3.9
F/R Lunch	39	0.0	48.7	35.9	15.4

ELA PACT Grade 4	Total # of Students	% Advanced	% Proficient	% Basic	% Below Basic
Overall %	75	2.7	34.7	50.7	12.0
Male	38	0.0	23.7	57.9	18.4
Female	37	5.4	45.9	43.2	5.4
White	47	4.3	44.7	42.6	8.5
Black	17	0.0	29.4	52.9	17.6
Hispanic	5	0.0	0.0	0.0	0.0
Asian	6	0.0	0.0	0.0	0.0
Full Pay	39	5.1	38.5	53.8	2.6
F/R Lunch	36	0.0	30.6	47.2	22.2

ELA PACT Grade 5	Total # of Students	% Advanced	% Proficient	% Basic	% Below Basic
Overall %	85	0.0	24.7	51.8	23.5
Male	41	0.0	22.2	63.4	24.4
Female	44	0.0	36.4	40.9	22.7
White	56	0.0	28.6	50.0	21.4
Black	12	0.0	16.7	66.7	16.7
Hispanic	10	0.0	20.0	50.0	30.0
Asian	7	0.0	0.0	0.0	0.0
Full Pay	44	0.0	29.5	52.3	18.2
F/R Lunch	41	0.0	19.5	51.2	29.3

Note: Blank cells in these tables indicate the unavailability of data for test groups of less than 5 students.



Fairforest Elementary School 2003 Pact Scores

Science PACT Grade 3	Total # of Students	% Advanced	% Proficient	% Basic	% Below Basic
Overall %	87	13.8	24.1	37.9	24.1
Male	46	19.6	21.7	26.1	32.6
Female	40	7.5	27.5	52.5	12.5
White	54	16.7	22.2	44.4	16.7
Black	14	14.3	35.7	28.6	21.4
Hispanic	10	0.0	40.0	20.0	40.0
Asian	6	0.0	0.0	33.3	66.7
Other	3				
Full Pay	46	19.6	19.6	39.1	21.7
F/R Lunch	41	7.3	29.3	36.6	26.8

Science PACT Grade 4	Total # of Students	% Advanced	% Proficient	% Basic	% Below Basic
Overall %	87	9.2	19.5	39.1	32.2
Male	46	10.9	17.4	50.0	21.7
Female	41	7.3	22.0	26.8	43.9
White	56	12.5	23.2	37.5	26.8
Black	12	0.0	0.0	58.3	41.7
Hispanic	5	0.0	0.0	0.0	0.0
Asian	8	0.0	25.0	37.5	37.5
Other	6	0.0	0.0	0.0	0.0
Full Pay	53	9.4	26.4	47.2	17.0
F/R Lunch	34	8.8	8.8	26.5	55.9

Science PACT Grade 5	Total # of Students	% Advanced	% Proficient	% Basic	% Below Basic
Overall %	92	16.3	16.3	39.1	28.3
Male	48	18.8	18.8	41.7	20.8
Female	44	13.6	13.6	36.4	36.4
White	58	24.1	17.2	37.9	20.7
Black	22	0.0	9.1	50.0	40.9
Hispanic	7	0.0	28.6	28.6	42.9
Asian	1				
Other	4				
Full Pay	57	21.1	17.5	42.1	19.3
F/R Lunch	35	8.6	14.3	34.3	42.9

Note: Blank cells in these tables indicate the unavailability of data for test groups of less than 5 students.

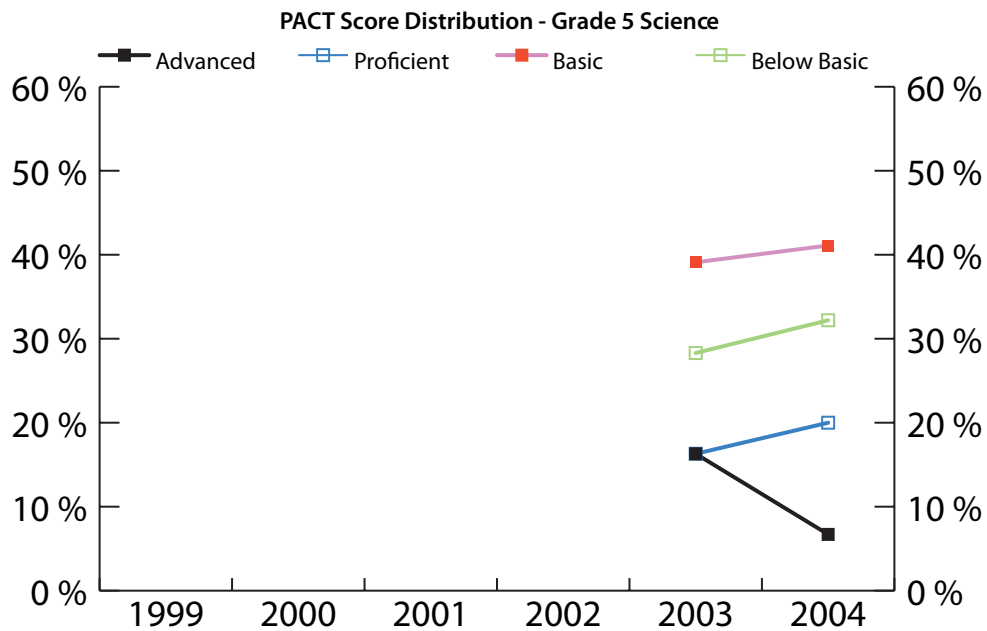
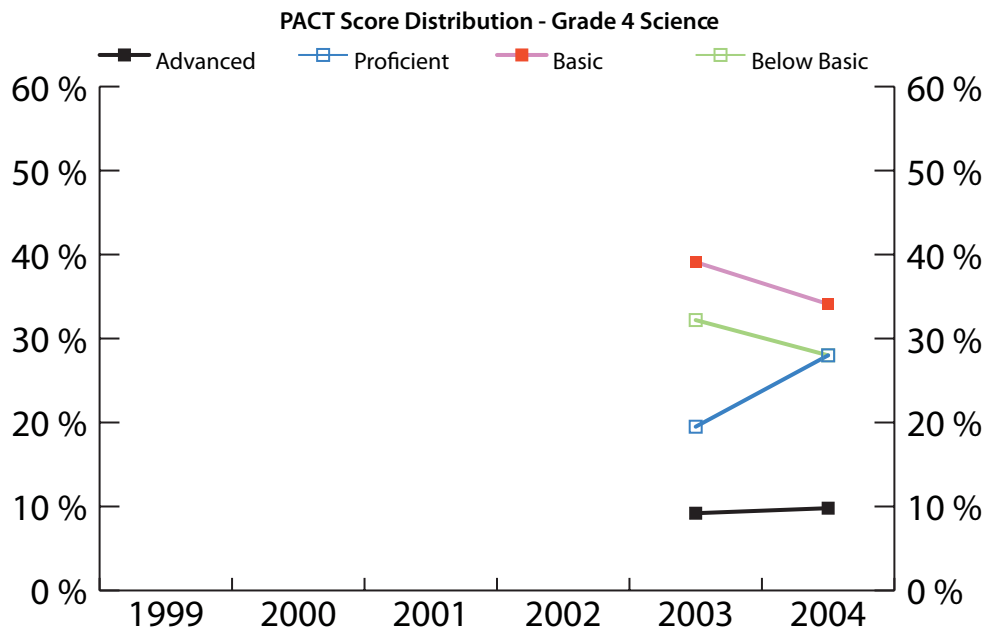
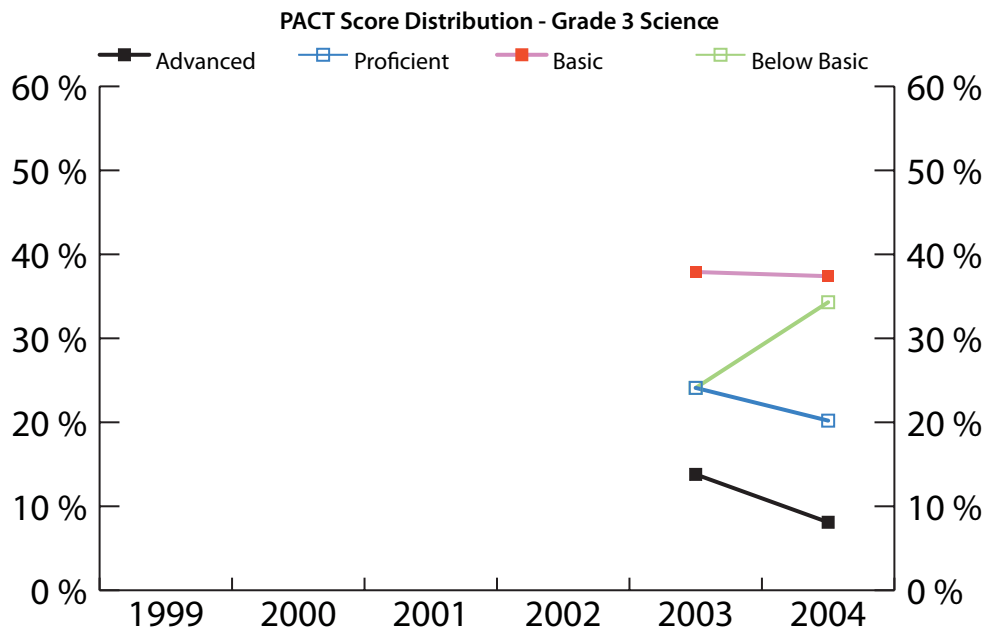
Fairforest Elementary School 2004 Pact Scores

Science PACT Grade 3	Total # of Students	% Advanced	% Proficient	% Basic	% Below Basic
Overall %	99	8.1	20.2	37.4	34.3
Male	52	7.7	25.0	32.7	34.6
Female	47	8.5	14.9	42.6	34.0
White	64	12.5	25.0	40.6	21.9
Black	16	0.0	12.5	50.0	37.5
Hispanic	11	0.0	9.1	18.2	72.7
Asian	8	0.0	0.0	0.0	0.0
Full Pay	54	13.0	25.9	48.1	13.0
F/R Lunch	45	2.2	13.3	24.4	60.0

Science PACT Grade 4	Total # of Students	% Advanced	% Proficient	% Basic	% Below Basic
Overall %	82	9.8	28.0	34.1	28.0
Male	43	14.0	23.3	30.2	32.6
Female	39	5.1	33.3	38.5	23.1
White	51	11.8	37.3	27.5	23.5
Black	18	11.1	11.1	44.4	33.3
Hispanic	6	0.0	0.0	0.0	0.0
Asian	7	0.0	0.0	0.0	0.0
Full Pay	41	17.1	36.6	31.7	14.6
F/R Lunch	41	2.4	19.5	36.6	41.5

Science PACT Grade 5	Total # of Students	% Advanced	% Proficient	% Basic	% Below Basic
Overall %	90	6.7	20.0	41.1	32.2
Male	45	4.4	22.2	42.2	31.1
Female	45	8.9	17.8	40.0	33.3
White	58	6.9	27.6	39.7	25.9
Black	14	7.1	7.1	35.7	50.0
Hispanic	10	10.0	0.0	40.0	50.0
Asian	8	0.0	0.0	0.0	0.0
Full Pay	48	6.3	27.1	37.5	29.2
F/R Lunch	42	7.1	11.9	45.2	35.7

Note: Blank cells in these tables indicate the unavailability of data for test groups of less than 5 students.



Fairforest Elementary School 2003 Pact Scores

SS PACT Grade 3	Total # of Students	% Advanced	% Proficient	% Basic	% Below Basic
Overall %	87	4.6	21.8	56.3	17.2
Male	46	6.5	19.6	54.3	19.6
Female	40	2.5	25.0	57.5	15.0
White	54	1.9	25.9	55.6	16.7
Black	14	7.1	28.6	50.0	14.3
Hispanic	10	10.0	10.0	60.0	20.0
Asian	6	0.0	0.0	66.7	33.3
Other	3				
Full Pay	46	4.3	26.1	54.3	15.2
F/R Lunch	41	4.9	17.1	58.5	19.5

SS PACT Grade 4	Total # of Students	% Advanced	% Proficient	% Basic	% Below Basic
Overall %	87	11.5	16.1	51.7	20.7
Male	46	13.0	15.2	58.7	13.0
Female	41	9.8	17.1	43.9	29.3
White	56	17.9	14.3	51.8	16.1
Black	12	0.0	8.3	66.7	25.0
Hispanic	5	0.0	0.0	0.0	0.0
Asian	8	0.0	25.0	37.5	37.5
Other	5	0.0	0.0	0.0	0.0
Full Pay	53	13.2	20.8	47.2	18.9
F/R Lunch	34	8.8	8.8	58.8	23.5

SS PACT Grade 5	Total # of Students	% Advanced	% Proficient	% Basic	% Below Basic
Overall %	92	13.0	5.4	55.4	26.1
Male	48	16.7	8.3	43.8	31.3
Female	44	9.1	2.3	68.2	20.5
White	58	15.5	6.9	58.6	19.0
Black	22	9.1	4.5	36.4	50.0
Hispanic	7	0.0	0.0	85.7	14.3
Asian	1				
Other	4				
Full Pay	57	19.3	7.0	57.9	15.8
F/R Lunch	35	2.9	2.9	51.4	42.9

Note: Blank cells in these tables indicate the unavailability of data for test groups of less than 5 students.

Fairforest Elementary School 2004 Pact Scores

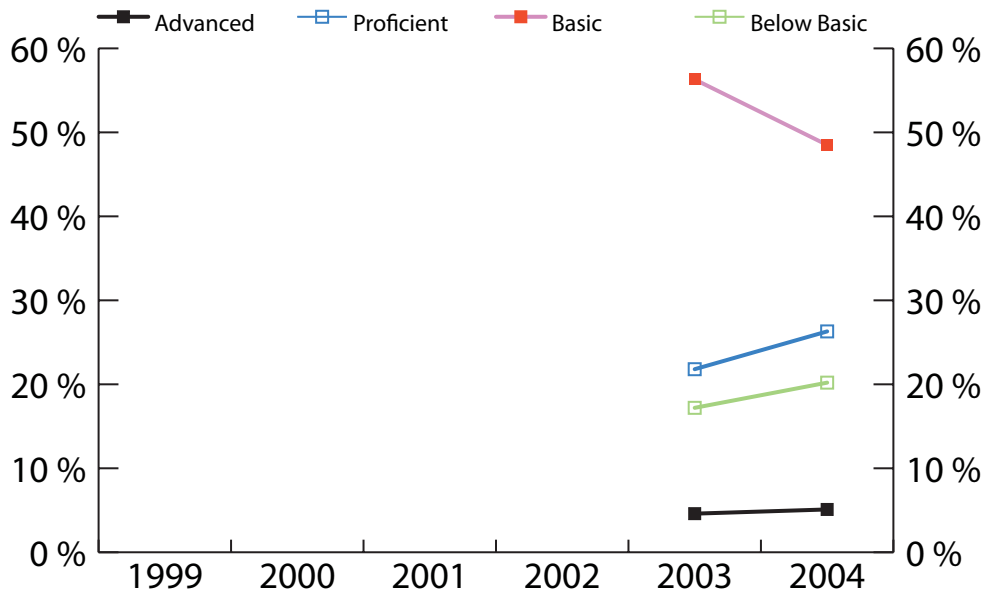
SS PACT Grade 3	Total # of Students	% Advanced	% Proficient	% Basic	% Below Basic
Overall %	99	5.1	26.3	48.5	20.2
Male	52	5.8	26.9	51.9	15.4
Female	47	4.3	25.5	44.7	25.5
White	64	6.3	31.3	53.1	9.4
Black	16	6.3	25.0	50.0	18.8
Hispanic	11	0.0	9.1	27.3	63.6
Asian	8	0.0	0.0	0.0	0.0
Full Pay	54	9.3	35.2	50.0	5.6
F/R Lunch	45	0.0	15.6	46.7	37.8

SS PACT Grade 4	Total # of Students	% Advanced	% Proficient	% Basic	% Below Basic
Overall %	82	20.7	20.7	47.6	11.0
Male	43	20.9	23.3	39.5	16.3
Female	39	20.5	17.9	56.4	5.1
White	51	23.5	21.6	45.1	9.8
Black	18	16.7	27.8	44.4	11.1
Hispanic	6	0.0	0.0	0.0	0.0
Asian	7	0.0	0.0	0.0	0.0
Full Pay	41	31.7	24.4	41.5	2.4
F/R Lunch	41	9.8	17.1	53.7	19.5

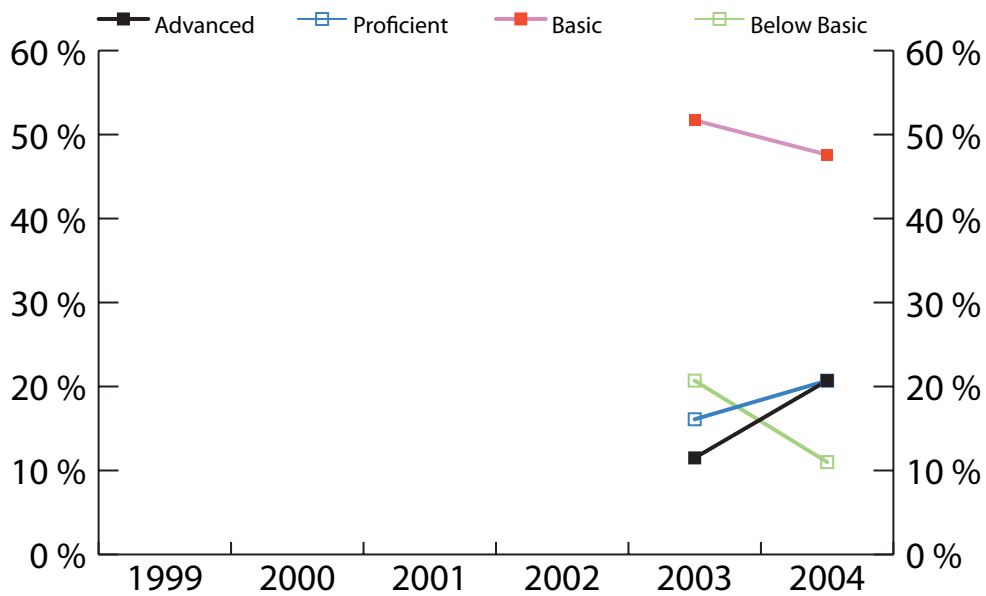
SS PACT Grade 5	Total # of Students	% Advanced	% Proficient	% Basic	% Below Basic
Overall %	90	6.7	14.4	46.7	32.2
Male	45	4.4	15.6	44.4	35.6
Female	45	8.9	13.3	48.9	28.9
White	58	10.3	15.5	44.8	29.3
Black	14	0.0	7.1	64.3	28.6
Hispanic	10	0.0	20.0	50.0	30.0
Asian	8	0.0	0.0	0.0	0.0
Full Pay	48	10.4	18.8	41.7	29.2
F/R Lunch	42	2.4	9.5	52.4	35.7

Note: Blank cells in these tables indicate the unavailability of data for test groups of less than 5 students.

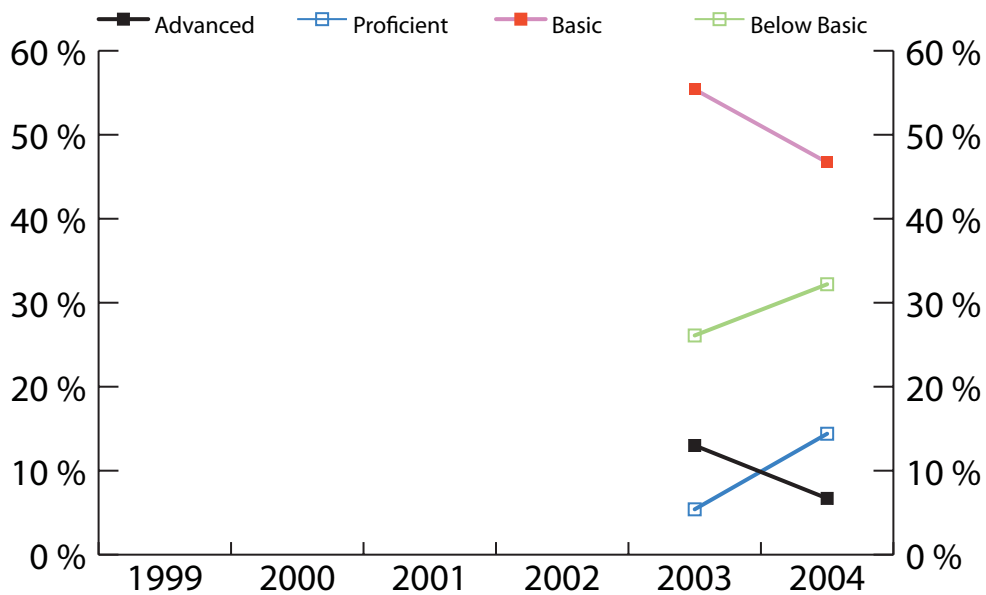
PACT Score Distribution - Grade 3 Social Studies



PACT Score Distribution - Grade 4 Social Studies



PACT Score Distribution - Grade 5 Social Studies



Accelerated Reader

For the past four years we have used the Reading Renaissance program to enhance reading practice and offer reading accountability. The Reading Renaissance Program uses reading research and best practices to better utilize Accelerated Reader, believing that the more one reads, the better one reads, and the more one likes to read. Reading Renaissance emphasizes accuracy and reading goals for the amount of reading and accuracy desired and for visible growth in reading levels.

Over the years we have made changes in the program which have improved our student reading levels. The reading level in all grade levels has increased over the years with reading accuracy diminishing a bit. Overall school accuracy has remained consistently high at 85%, indicating that materials students are reading are neither too high nor too low in difficulty, but are sufficiently challenging. Amounts of reading have consistently decreased in grades 3 – 5 over the last few years for many reasons. The push for meeting standards has become more and more pressing, teachers have honored their own individual teaching styles, and the integration of reading into the curriculum has found greater appeal. Teachers and administration are concerned over students' decreasing desire to read and enjoyment of reading in the upper grades. Teachers question setting aside the recommended one hour of reading practice time without the guarantee of reading gains on the PACT test. Most teachers currently set aside 30 minutes for independent reading time each day.

The following charts show Accelerated Reader data for the last four years.

May 2000	Number of Tests Passed	Accuracy	Average Reading Level
Kindergarten			
1st Grade	658	89.0%	1.2
2nd Grade	4720	88.9%	2.5
3rd Grade	5818	88.5%	3.1
4th Grade	3436	87.9%	3.7
5th Grade	2150	88.5%	4
Total 2000	16782	88.5% Grades 1-5	2.9 Grades 1-5

Year	Circulation: 55,836 Books and Materials		
May 2001	Number of Tests Passed	Accuracy	Average Reading Level
Kindergarten	666 Listening	95.7%	1.6
1st Grade	3407	87.4%	1.5
2nd Grade	8960	88.4%	2.7
3rd Grade	10012	88.1%	3.3
4th Grade	6149	87.5%	3.9
5th Grade	3528	88.0%	4.1
Total 2001	32722	87.9% Grades 1-5	3.1 Grades 1-5

Year	Circulation: 57,733 Books and Materials		
May 2002	Number of Tests Passed	Accuracy	Average Reading Level
Kindergarten			
1 st Grade	5947	88.4%	1.6
2 nd Grade	6588	86.5%	2.5
3 rd Grade	7637	86.4%	3.2
4 th Grade	5439	85.3%	3.8
5 th Grade	4600	87.3%	4.3
Total 2002	30211	86.8% Grades 1-5	3.0 Grades 1-5

Year	Circulation: 59,372 Books and Materials		
May 2003	Number of Tests Passed	Accuracy	Average Reading Level
Kindergarten	653 Listening Only	95.6%	1.8
1st Grade	5718	86.6%	1.6
2nd Grade	7107	86.3%	2.7
3rd Grade	6351	84.6%	3.4
4th Grade	5686	85.1%	4.1
5th Grade	4370	85.1%	4.7
Total 2003	29885	85.5% Grades 1 - 5	3.3 Grades 1-5

Year	Circulation: 57,430 Books and Materials		
May 2004	Number of Tests Passed	Accuracy	Average Reading Level
Kindergarten	475 Listening Only	98.2%	1.7
1st Grade	6384	88.1%	1.7
2nd Grade	7074	84.9%	2.7
3rd Grade	2222	87.8%	3.5
4th Grade	4610	84.1%	4.7
5th Grade	4092	83.2%	5.1
Total 2004	24857	85.6 Grades 1 - 5	3.5 Grades 1-5

School Characteristics

Program Indicators

Instructional Time

Fairforest Elementary students attend classes for 180 days. Included in their daily curriculum is math, science, health, reading, language, spelling, and social studies. Students also attend physical education, art, music, Spanish, guidance, computer lab, and library classes. Additional programs provided are Reading Renaissance, English Speakers of Other Languages (ESOL), and Special Education classes. Horizons, a program for the academically talented, is offered once a week for students who qualify. Students who are identified as gifted in art or music attend Art Visions and Music Visions classes for 35 minutes two mornings per week. They also attend a weeklong Summer Arts Institute, which is provided by District Six. Early morning programs are provided for fourth and fifth grade students in the gym and the media center. Classes begin at 7:45 each morning and end at 2:30 in the afternoon. Students have one 20 minute and one 10 minute recess period daily.

Teachers are required to work 190 days, with 10 days devoted to staff development. Teachers must arrive at school by 7:30 each morning and may leave at 3:00 in the afternoon.

Average Class Size

Class Size Reduction Money from State and Federal governments has caused our average class size to decrease from 23 in 1999-2000 to 20.4 in 2004.

Planning Time for Teachers

Teachers may use their related arts time for class planning. Kindergarten teachers have four related arts periods per week. Teachers in grades one through five have at least one planning period per day, and two or three days weekly with two related arts classes. Teachers use planning time to prepare lessons, make parent contacts, and confer with other teachers. Grade level meetings are held at least once a week. During grade level meetings, teachers plan lessons and instructional strategies, or meet with administrators or the guidance counselor. Related arts teachers have individual planning times according to their schedules. Some related arts teachers serve more than one school.

Instructional Practices

Various instructional practices are utilized at Fairforest Elementary School to instruct, motivate, and nurture our students. Some instructional strategies being used include Reading Renaissance, Six Traits Writing, Compass Odyssey, and Thinking Maps. Teachers also use cooperative learning activities, writing across the curriculum, thematic units, hands-on activities, peer and volunteer tutoring, and technology. Kindergarten through third-grade classes spend one thirty-minute period per week in the computer lab, while fourth- and fifth-grade classes have two forty-minute periods per week.

Other activities that have enriched the lives and awareness of students at Fairforest Elementary since the 1999 school year include:

Annual Field Day	Jump Rope for Heart
Artists in Residence instruction	Loggerhead Turtle / Recycling Assist
Arts Night	Miracle League Project
Barrier Island	Muscular Dystrophy Support
Beta Club	One Hundred Day Celebrations
Beta Club Breakfast	Orientation to Middle School
Birthday Club	PACT Pep Rally
Book Fairs	Parents for Lunch
Book It	Pennies for Patients
Boys and Girls Club	Pennies for the Red Cross
Career Week	PTO Carnival
Canned Food Drives	PTO Fund Raisers
Caught Doing Good Club	Reading Celebration
Children's Book Week	Reading Rewards and Recognitions
Cici's Pizza Night	Red Ribbon Week
Curriculum Night	Relay for Life
Custodial / Cafeteria Staff Appreciation	Safety Patrol
Dance and Fitness Club	Santa Breakfast
Decorations for Retired Teachers' Luncheon	School Skate Nights
Earth Day	Science Fair
ESOL Cafe	Scholastic Classrooms Care
Falcon Guard	Second Grade Lemonade Stand
Fall Festival	Spelling Bees
Family Reading Nights and Breakfasts	Stringed Instrument class
Farmer's Day	Student and National Elections
Foreign Language Week	Student Council
Gingerbread gift shop	Stockings for Soldiers
The Giving Tree	Terrific Kid Recognition and Breakfasts
Governor's Writing Award	United Way
Grade Level Field Trips	Veteran's Day Celebration
Honors Chorus	Visions Field Trips
Honors Day - End of Year Awards	Wee Deliver
Horizons Field Trips	Winter Warmth Project

Year of International Languages

Extended Day Instruction

Fairforest Elementary offers several after-school and before school programs to students.

Before and After School Tutoring—Students in need of academic remediation are given the opportunity to receive tutoring assistance. These classes are offered from November through April.

Smart Center—Students who need extra help with homework attend the Smart Center Monday-Thursday from 2:30 – 3:25.

Music and Art Visions—Third, fourth, and fifth grade students who qualify are given extra instruction in art and/or music twice a week and attend the Visions Summer Institute for a week of intensive instruction in the arts.

School Awards 2000-2004

2002 - Exemplary Writing Award

2003 - Finalist for National Distinguished Title I School Award

Teacher Awards

Teacher of the Year (School)

2000–2001	Linda Hamby
2001–2002	Ann Shaw
2002–2003	Frances Lawrie, moved
2003–2004	Kathy Butler

National Board Certification: Lydia Patterson, Kristie Smith, Susan Thompson, Tiffany Thompson

2001 – Junior League Grant: "Motor Bag" – Scott Andrews

2002 – Junior League Grant: "Picture This Through a Child's Eyes" – Teresa Cheser

2003–2004 Spartanburg County Wal-Mart Teacher of the Year – Susan Thompson

2004 – EIA Grant: Staying on "Track" for Success – Kathy Butler

2004 – SCIRA Elementary Literature Grant (Caldecott Winning Fairy Tales) – Cheryl Pettis

2004 – Roper Mountain Physical Science Class of 04 (An Invitational Opportunity) – Linda Hamby, Susan Thompson

2005 – Junior League Grant: "No-Nap Homework Sacks" – Cheri Parker

2005 – Starbucks Literacy and Diversity Grant: "Books, Reading and You: It's a Wonderful World" – Joyce Harrison, aided by Chris Robillard, Kathy Butler, Sheila Gillespie, and Stephen Krawczyk

Members of Fairforest Elementary's staff are active in many community, civic, professional, and religious organizations as well.

Media Center

Fairforest Elementary School maintains a comprehensive school library media program throughout the school year integrating literature, research skills, and technology use. Students in grades K – 5 come to the library once a week for library class, but open access usage is heavily encouraged and promoted. Library classes focus on literature appreciation, instruction in library usage and research skills, and the use of a variety of resources. Children receive instruction in the use of the computer catalog, internet resources, and Microsoft PowerPoint. The media specialist looks for opportunities to assist teachers by making them aware of new materials that are particularly applicable to grade-level curriculum, purchasing materials at teachers' request, gathering and suggesting materials for curriculum enhancement, and working in conjunction with teachers on lesson plans involving library materials and services.

Reading promotion is a critical part of the media center's program. The media specialist purchases books on a wide variety of interest and reading levels to meet students' needs. Books that reflect various cultures are also prominent in the library collection so that each child in our school population might see himself or find his culture represented in our library books. The media center promotes reading by holding Book Fairs, providing activities for Children's Book Week, holding reading contests, recognizing student reading milestones and excellence in reading on two bulletin boards and through reading assemblies at the end of each six weeks for children who have met their reading goals. The media specialist assists with the planning for our end-of-year reading celebration when our students achieve school-wide reading goals.

Community Fundraisers and Volunteer Activities

In an effort to be caring citizens of our community, our Guidance Department, principals, Student Council, Falcon Guard, Physical Education Department, and other groups in the school have organized several community service projects. These projects have been very successful. The following is a list of these activities.

2003-2004

- Pennies for Patients (Leukemia and Lymphoma Society) (\$200)
- Scholastic Classrooms Care (Donated 1700 books to children in need)
- Loggerhead Turtle Adoption (paid for through recycling project)—3rd grade
- Veterans of Foreign Wars (\$100 donation)—Falcon Guard
- Red Cross 9-11 fundraiser (\$100)—Falcon Guard
- Placing American flags on graves of Veterans—Falcon Guard
- Jump Rope for Heart (\$8268 donation)
- United Way
- Miracle League (\$4700 donation)
- Muscular Dystrophy Association (\$800)
- Salvation Army book donation
- Canned food drive (donated over 1700 food items to Salvation Army)
- St. Patrick's Day bags for Spartanburg Regional Pediatric Unit—5th grade Beta Club
- Giving Tree (Christmas presents for school families in need)

Fall 2004 (through Christmas)

- Red Cross (\$1914.20)
- United Way
- Scholastic Classrooms Care (donation of books to children in need)
- Stockings for Soldiers
- Canned food drive
- Donation to school family who lost home in fire
- Cancer support to members of our school family
- Donation to family with premature baby

Staff Professional Development

District/School Identified Growth Areas

Fairforest Elementary School gives consistent attention to the on-going, continuous process of professional growth in all curriculum areas. Our school's mission and goals, teacher input, and state standards help determine our Staff Development plans. The staff works together to improve academic standards, use of technology, classroom management, and the social development of children.

School-wide staff development has focused on the following areas over the past several years:

- Bullying
- Compass
- Larsons Training
- Poverty from a Child's Perspective: Jonathan
- Characteristics of Children/Families Living in Poverty
- Testview
- Textbook Adoption Process
- Thinking Maps
- Writing Workshops
- Using Children's Literature to Enhance Writing
- Web Design

Individual teachers also take advantage of professional development opportunities offered by professional associations, colleges and universities, the public library, and the District Six Technology Department.

Staff Patterns

Since the 1999-2000 school year, our faculty and administration have changed dramatically. At that time, the average age of the faculty and administration was 47. In 2004-2005, the average age of the faculty/administration is 42, with 15 teachers under the age of 35. The shift is due, in part, to the retirement of the principal, assistant principal, and several teachers during the past five years. As new teachers have been hired, the average years of experience of the teachers has been reduced from 18 (1999-2000) to 16 (2004-2005). In 1999-2000, 88% of our faculty held a masters degree or above. Due to the new additions to the faculty, the number is currently a bit lower at 69%. However, many of our new teachers are enrolled in advanced degree programs. Our assistant principal holds a doctorate, and we are fortunate to have four National Board Certified teachers on staff.

	Bachelor's	B + 18	Master's	M + 30	Doctorate	Total	Master's or Above	National Board Certified
#	7	7	11	19	1	45	31	4
%	15.56%	15.56%	24.44%	42.22%	2.22%	100.00%	68.89%	8.89%

	White	Black		Male	Female	Total	Average Age	Average Years Experience
#	40	4	1	5	40	45	42	16
%	88.89%	8.89%	2.22%	11.11%	88.89%	100.00%		

Attendance Patterns of Faculty

Faculty/Staff attendance is down a bit during the last two years. In 2003-04, we had two faculty members on maternity leave. This year we also had a maternity leave, as well as a teacher who has been recovering from cancer surgery. However, our faculty/staff attendance still remains above the SC median percentage.

Year	2001-2002	2002-2003	2003-2004	2004-2005 as of 1/5/05
Total Days Absent	181.5	175	270	207
Total Days Present	9398.5	10325	11105	5220
Total Attendance Days	9580	10500	11375	5427
Percentage of Days Present	98.11%	98.33%	97.63%	96.19%
SC Median % Days Present from school Report Card	95.2%	95.3%	94.9%	Not yet available

Fairforest Elementary School Faculty and Staff

Administration

Stephen Krawczyk Principal
Lindi Metcalf Assistant Principal

Teachers

Kindergarten

Janice Mitchem
Cheri Parker
Sheri Sloan
Tiffany Thompson

First Grade

Kathy Butler
Louise Gwinn
Christina Duvall
Reneé Laurent

Second Grade

Carol Bishop
Dana Hodge
Lydia Patterson
Cheryl Pettis
Ann Shaw

Third Grade

Julia Cox
Yolanda Hill
Karen Johnson
Lauren Simmons

Fourth Grade

Ashley Anderson
Linda Hamby
Timothy Nelson
Susan Thompson

Fifth Grade

Christine Robillard
Kristie Smith
Allison Woods
Jessica Woodson

Support Staff

Staff Member

Staff Member	Position
Scott Andrews	PE
Lynn Brady	Library Assistant
Maxine Bridges	ESOL
Teresa Cheser	Art
Cortney Dial	Strings
Abee Chappell	Speech
Janice Forrester	ESOL
Nancy Foster	Teaching Assistant
Mamie Gardner	Spanish
Sheila Gillespie	Music
Dale Godfrey	PE
Jean Greene	Teaching Assistant
Joyce Harrison	Library
JoAnn Henderson	Secretary
Kathy Horwatt	ESOL
Elda Hymas	Spanish
Jessica Johnson	Spanish

Staff Member

Staff Member	Position
Allison Jones	Teaching Assistant
Allan Kelleher	PE
Faye Lagroon	Teaching Assistant
Tami Morris	Teaching Assistant
Anne Otts	Resource
Rose Phillips	Leap
Jill Plexico	Nurse
Rhonda Powell	Teaching Assistant
Bonnie Raney	Horizons
Debbie Robinson	Library Assistant
Mia Silvers	Guidance
Lisa Smith	Secretary
Tracy Spake	Computer Lab
Becky Sykes	Teaching Assistant
Cheryl Watson	Teaching Assistant
Anne Wedding	Resource

Cafeteria Staff

Susan Edmundson, Manager
Lourene Campbell
Dora Dill
Courtney Gossett
Lila Pettit
Keisha Shewalter

Custodial Staff

Boyce Frye, Head Custodian
Will Dillard
Willie Harris
John Nash
Herman Nesbitt

Student And Community Demographic Data

Student Demographics

The total enrollment of Fairforest Elementary is 510. Our enrollment has remained fairly steady at around 500 since 1998-1999. There have been significant changes in the percentage of ethnic groups. The percentage of Hispanic students has increased from .005% in 1994-1995 to 4.5% in 1999-2000 to 11.96% currently. Asian Pacific students comprised 2.7% of our students in 1994-1995, 9% in 1999-2000, and only 7.06% now. Fifteen of our white students are from Russia. The total number of students with limited English proficiency has increased from 5 students in 1994-1995 to 70 in 1999-2000 to 92 this year.

Ethnic Composition by Grade

Ethnic Composition of School by Grade								
Ethnicity	K	1	2	3	4	5	Total	%
Black	14	12	20	6	14	17	83	16.27%
White	55	41	56	53	64	44	313	61.37%
Asian Pacific	8	7	1	6	8	6	36	7.06%
Hispanic	12	8	9	13	12	7	61	11.96%
White Black	3	2	0	0	3	2	10	1.96%
White Asian	1	0	0	0	0	1	2	0.39%
White Indian	0	3	0	0	0	0	3	0.59%
Other	0	1	0	0	0	0	1	0.20%
Black Indian	0	0	1	0	0	0	1	0.20%
Total Students	93	74	87	78	101	77	510	100.00%

Student Gender by Grade

Student Gender by Grade								
Gender	K	1	2	3	4	5	Total	%
Male	46	35	48	35	55	42	261	51.18%
Female	47	40	39	43	46	34	249	48.82%
Total	93	75	87	78	101	76	510	100.00%

Free and Reduced-Price Lunch Program Participation

Rapid changes in the demographics of the Fairforest community in the last ten years have resulted in rapid increases in the numbers of our students qualifying for the free and reduced lunch program. As of January 5, 2005, Fairforest Elementary School has a total of 270 students who receive free or reduced price lunch. The percentage of low-income students (i.e., those eligible for the free and reduced lunch program) has increased from 35.3% in 1994-1995 to 45% in 1999-2000 to 51.77% in October 2004, to 53.36 % in January 2005. Please refer to charts on the following page for details.

Changes in Percentage of Students on Free/Reduced Lunch				
Date	1994-95	1999-2000	October 2004	January 2005
Percentage	35.3%	45%	51.77%	53.36%

School Nutrition Accountability Program – Fairforest Elementary - October 18, 2004

	K	1	2	3	4	5	Total	Percent
Total Students Enrolled	90	78	89	76	98	77	508*	
Students on Reduced Lunch	6	14	8	6	10	7	51	10.04%
Students on Free Lunch	42	31	42	37	29	31	212	41.73%
Total Free/Reduced Lunch	48	45	50	43	39	38	263	51.77%
% Free/Reduced Lunch	53.33%	57.69%	56.18%	56.58%	39.80%	49.35%	51.77%	

School Nutrition Accountability Program – Fairforest Elementary - January 7, 2005

	K	1	2	3	4	5	Total	Percent
Total Students Enrolled	88	73	89	76	99	81	506*	
Students on Reduced Lunch	8	14	6	7	12	9	56	11.07%
Students on Free Lunch	40	29	43	35	33	34	214	42.29%
Total Free/Reduced Lunch	48	43	49	42	45	43	270	53.36%
% Free/Reduced Lunch	54.55%		55.06%		45.45%		53.36%	

Single Parent Households

Over a quarter of our children live in single parent households. The following table is broken down by grade level.

Students Living in Single Parent Households							
Grade	K	1	2	3	4	5	Total
# Children in Grade	90	78	89	77	99	76	509*
# Children Living in Single Parent Households	25	24	21	20	26	22	138
%	27.78%	30.77%	23.60%	25.97%	26.26%	28.95%	27.11%

*Actual enrollment on the day this data was collected.

Occupations of Parents

Parents of Fairforest Elementary students hold a broad and diverse range of occupations, including parents who are unemployed, incarcerated, or stay home full-time. To illustrate this diversity, below is a list of representative occupations:

- | | | |
|-------------------------------|--------------------------|--------------------------|
| Assembly - BMW | Engineer | Plumber |
| Auto Body Work | Factory Worker | Postal Worker |
| Bank Manager | Finance | Preschool Teacher |
| Cabinet Maker | Fireman | Real Estate Sales |
| Car Sales | Grocery Store Manager | Receptionist |
| Cleans Houses | Hotel Manager | Research Chemist |
| Computer Programmer | Landscaper | Restaurant Manager |
| Computer Technician | Law Enforcement | Retail Sales |
| Construction | Mechanic | Secretary |
| County Roads & Bridges Worker | Milliken - Makes Plastic | Self-Employed Contractor |
| CPA | Military | Student |
| Custodian | Minister | Teacher |
| Customer Service | Nurse | Textile Manufacturing |
| Daycare Worker | Nursing Home Worker | Truck Driver |
| Disabled, Unemployed | Office Manager | Waitress |
| Doctor | Office Worker | Welder |
| Electrical | Painter | X-Ray Technician |
| | Physical Therapist | |

Disciplinary Incidents

Fairforest Elementary stakeholders believe that all individuals learn best in an environment that is safe, nurturing, and healthy; therefore safety is a primary concern for all faculty and staff. Every student at Fairforest Elementary is given a school planner or student handbook that includes district and school rules and consequences. Class rules and consequences are sent home for parents to review. Parents and students must sign the discipline form, indicating they understand and agree to comply with rules and consequences. These rules are posted in each classroom. Positive behavior is promoted through praise, positive attention, incentives, intrinsic reinforcements and rewards.

We have kept computer records of disciplinary incidents for the years since 2002-2003. The following chart summarizes these incidents.

School Summary of Disciplinary Incidents

Incidents	2002-2003	2003-2004	2004-2005 as of end of first semester
Classroom Referrals	179	161	96
Out-of-School Suspensions	22	18	3
Bus Referrals	101	65	26
Bus Suspensions	39	28	16

Special Needs Population

Programs for Students with Disabilities

Fairforest Elementary provides special education and related services to students who qualify. Classroom teachers meet with the Student Assistance Team to document classroom accommodations and interventions implemented in the regular class and to refer students for additional testing to determine eligibility for special education when existing accommodations are not successful. After gathering additional information, the evaluation is completed by the school psychologist to determine if the child qualifies for services as defined by the State Department of Education guidelines. When testing is completed, the team meets to determine whether a student qualifies in any of the following categories: learning disability (LD), educable or trainable mental disability (EMD/TMD), emotional disability (ED), orthopedic impairment (OI), other health impairment (OHI), visual impairment (VI), hearing impairment (HI), autism (A), traumatic brain injury (TBI), preschool child with a disability (PCD), and speech and language impairment. For those who qualify, an Individualized Educational Program (IEP) is developed indicating the special education, related services if necessary, and goals for each student who meets the state's guidelines. Implementation of the goals may occur in the regular class or in another setting in the school for a part of the school day.

Although the special education school population is ever changing due to students moving in or out of the FFE attendance area along with those newly identified or dismissed from services, the following chart represents our students presently receiving services at Fairforest Elementary:

LD	ED	EMD	OHI	Speech	HI	PCD
16	1	2	3	32	1	1

ESOL - English Speakers of Other Languages

Language	99-00	00-01	01-02	02-03	03-04	04-05
Hmong	18	16	10	8	19	19
Spanish	10	7	12	13	38	52
Gujarati	3	1	1	0	0	1
Russian	1	0	3	7	14	15
Cambodian	0	0	0	3	8	5
Greek	1	0	0	0	0	0
Total	33	24	25	31	79	92

ESOL is a growing program. Students are tested into the program by using the LAS test (Language Assessment Scales). The LAS is a four-part test: Reading, Writing, Listening, and Oral Language. All students whose parents speak another language as their first language are tested for ESOL. These students who tested LEP (Limited English Proficiency), with the permission of the parents, are then placed into the ESOL program.

In years past, students in grades two through five were seen part-time, two or three times a week for thirty minutes, with a traveling ESOL instructor. In the last few years, the ESOL program has grown from part-time to a full-time program. One full-time instructor and two one-quarter-time

instructors see students from kindergarten through fifth grade using a new curriculum from Hampton Brown called Into English. Students are seen five days a week for thirty minutes.

Special Health Issues

Special data is gathered initially when a student enrolls at Fairforest Elementary. The school nurse and district nurses keep student health information. Parents update this information each year during registration, and they are encouraged to provide the staff with additional information about health issues as they arise during the school year. The following is a list of health issues that impact our students:

Health Concerns as Reported by Our Parents		
allergies – 55	seizures – 3	irregular heartbeat - 1
vision – 24	heart murmur – 2	frequent ear infections – 1
asthma – 22	sickle cell – 1	headaches – 1
ADD/ADHD – 18	open heart surgery – 1	
hearing – 7	hypoglycemia – 1	

Student Retention Rate

The Student Retention Rate has been less than 3% of the student population during the last five years. It has fallen about one percentage point since the school year 2001-2002, and about 0.4 percentage points since 1999-2000.

Student Retention Record					
Year	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
Grade					
K	3	4	4	4	4
1	2	2	4	3	3
2	2	1	0	2	2
3	0	2	2	0	0
4	3	3	3	1	0
5	1	0	0	0	0
Total	11	12	13	10	9
Total Enrollment	515	494	482	528	514
% Retained	2.14%	2.43%	2.70%	1.89%	1.75%

Attendance Patterns of Students

Attendance percentages in the following chart were computed by dividing the total number of Student Days Present by the total number of Student Days Enrolled.

Student Days Enrolled is equal to the sum of the days that all students were enrolled for the year. For example, Student #1 was enrolled for 180 days. Student #2 was enrolled for 65 days. The Student Days Enrolled for these two students is 180 + 65, or 245 days.

Student Days Present is equal to the sum of the days that all students were present for the year. For example, Student #1 was enrolled for 180 days, but present only 174 of those days. Student #2 was enrolled for 65 days and present all 65 days. The Student Days Present for these two students is 174 + 65, or 239 days.

Percent of days present when computed using end of year data seems to be .5% to 1% higher than the School Report Card percentages, which are taken around the end of the first semester. To avoid confusion, both sets of numbers have been recorded in the table below. Fairforest Elementary attendance using end of year data has been consistently above the state median for the last 5 years.

Attendance Patterns of Students					
Year	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005 as of 1/5/05
Student Days Enrolled	82477	88401	92777	84188	45055
Student Days Present	79879	86001	89622	81572	43778
% Days Present – from end of year data	96.9%	97.3%	96.6%	96.9%	97.2%
FFES % Days Present from School Report Card	96.6%	93.5%	96.6%	97%	Not yet available
SC Median % Days Present from School Report Card	96.2%	96.4%	95.9%	96.4%	Not yet available

Stakeholders

Fairforest Elementary utilized the EOC (Education Oversight Committee) Report Card Survey to gather the opinions of teachers, fifth grade students, and parents about the quality of education at our school. The results of these surveys are based on a scale of Disagree, Mostly Disagree, Mostly Agree, and Agree. The following tables list the percent of respondents who answered Agree or Mostly Agree.

Strengths

Teachers ranked the following survey items highest, with responses of Agree or Mostly Agree.

	2002-03	2003-04
The school administration communicates clear instructional goals for the school.	100.0%	100.0%
The school administration provides effective instructional leadership.	100.0%	100.0%
The school administration sets high standards for students.	100.0%	100.0%
The school administration has high expectations for teachers.	100.0%	100.0%

Fifth Grade Students ranked the following survey items highest, with responses of Agree or Mostly Agree.

	2002-03	2003-04
My teacher expects students to learn.	96.6%	98.8%
My teachers expect students to behave.	96.5%	96.3%
Parents are welcome at my school.	96.5%	97.5%
Teachers want me to understand what I am learning, not just remember facts.	95.4%	96.2%

Parents ranked the following survey items highest, with responses of Agree or Mostly Agree.

	2002-03	2003-04
My child's teacher encourages my child to learn.	100.0%	94.2%
My child's school is kept clean and neat.	98.0%	98.1%
The principal at my child's school is available and welcoming.	92.0%	90.4%
My child feels safe at school.	96.0%	96.3%

Limitations

Teachers ranked the following survey items as limitations, with responses of Disagree or Mostly Disagree.

	2002-2003	2003-2004
There is sufficient space for instructional programs at my school.	50.0%	41.2%

Fifth Grade Students ranked the following survey items as limitations, with responses of Disagree or Mostly Disagree.

	2002-2003	2003-2004
Students at my school behave well in class.	43.1%	38.8%
Students from different backgrounds get along well at my school.	23.3%	25%
My classes are fun and interesting.	27.4%	19.2%

Parents ranked the following survey items as limitations, with responses of Disagree or Mostly Disagree.

	2002-2003	2003-2004
My child's teacher schedules activities at times that I can attend.	14.3%	11.6%
My child's teacher invites me to visit my child's classroom during the school day.	40.0%	30.7%

Fairforest Elementary has consistently scored "Good" on the school report card. Teachers' evaluations of learning environment, social and physical environment, and home-school relationships have been stable each year. There has been some fluctuation in parent and student responses.

The school report card school satisfaction ratings are based on the EOC (Education Oversight Committee) Report Card Survey. The following tables list the percent of respondents who answered Agree or Mostly Agree. These ratings were reflected on the school report card.

	Teachers		Students		Parents	
	2002 - 2003	2003 - 2004	2002 - 2003	2003 - 2004	2002 - 2003	2003 - 2004
Percent satisfied with learning environment.	100.0	97.0	80.4	85.1	88.0	88.4
Percent satisfied with social and physical environment.	100.0	97.0	90.8	87.3	91.9	84.9
Percent satisfied with home-school relationships.	96.2	97.0	87.4	87.6	85.4	78.4

Part 2: Beliefs and Mission

Narrative Description of the Process of Defining the School's Beliefs and Mission

Fairforest Elementary School took on the exciting challenge of defining its beliefs and mission statement through a collective effort of teachers, administrators, support staff, parents, students, and community members.

The Fairforest Beliefs and Mission Committee began its journey by seeking the involvement of local businesses through mailings of invitations to be included in this renewal process. As a result, one member of the community attended our meetings. Next, the NSSE's *School Beliefs Inventory* was distributed to all staff members for their input. The committee considered the staff's ideas and paid attention to the student demographics of the school. The development of a child-centered and child-friendly Beliefs and Mission Statement followed.

In addition to analyzing the internal composition of the school, we engaged in a discussion about educational research, future trends, and the impact of the changing expectations of today's workplace. These combined factors led to an idea about "best practices" in education today and how this idea should be reflected in our Beliefs and Mission Statement.

Initial drafts of the Belief and Mission Statement were distributed to all staff members, and were discussed in the following faculty meetings. New staff members were given the opportunity to make suggestions or comments as well. A draft was placed on our school website for review and copies were distributed to all parents. The committee met again to make additional revisions.

On the following page we have included the statement of our Beliefs and Mission.

Beliefs

At Fairforest Elementary School, we believe:

- An atmosphere of mutual trust, safety, respect, and warmth, where children come first, is essential for learning.
- Education is a life-long process that is the shared responsibility of parents, teachers, students, and community through open communication.
- Curriculum development and lesson planning are guided by clear goals and high expectations.
- Assessment of student achievement is accomplished through a variety of opportunities.
- Continuous improvement is necessary in order for our school to meet future challenges.
- Knowledge of cultural and ethnic diversity enhances positive relationships at school and at home.
- An exposure to community involvement promotes good citizenship.
- Encouraging the development of positive character traits builds our school family.

—Date February 14, 2005

Mission Statement

The mission of Fairforest Elementary School is to prepare our students for life-long learning through a challenging curriculum with open communication in a safe, respectful environment.

—Date February 14, 2005

Team Members for Part 2: Beliefs and Mission

Team Leader

Jessica Woodson, Fifth Grade Teacher

Team Members

Scott Andrews, Physical Education Teacher

Will Dillard, Custodian

Dana Hodge, Second Grade Teacher

Monty King, Community Member and Former Principal

Reneé Laurent, First Grade teacher

Tami Morris, First Grade Teaching Assistant

Cheryl Pettis, Second Grade Teacher

Sheri Sloan, Kindergarten Teacher

Becky Sykes, First Grade teaching Assistant

Susan Thompson, Fourth Grade Teacher

Part 3: Desired Results for Student Learning

Narrative Description of the Process of Defining the Desired Results of Student Learning

The School Improvement Team, Part 3, collaborated with the faculty, staff, parents, and community stakeholders to develop a shared vision of student learning. The team identified results of student learning and performance indicators that will positively impact the student body of Fairforest Elementary.

We brainstormed strengths and weaknesses of student learning. Our Beliefs and Mission Statement was reviewed and continually referred to throughout the process. Current educational research was collected and discussed pertaining to our school needs. We also referred to our school profile that gave us pertinent data about our student body. A review of our state standards and district instructional objectives assured alignment to our goals. We used the *Schoolwide Goals for Student Learning* referred to in the NSSE's *Indicators of Schools of Quality* to help us identify goals and indicators pertinent to the success of our students' educational experience.

Faculty, staff, and parents were surveyed to identify the top learning goals we wanted our students to achieve upon completion of 5th grade. The four goals identified were: *Learning to Learn, Thinking and Reasoning Skills, Personal and Social Responsibility, and Expanding and Integrating Knowledge*. Results of the surveys were distributed to all stakeholders for review and comment. It was determined that these goals were of utmost priority in seeking to maintain meaningful opportunities for learning at Fairforest Elementary School. Based on the current level of achievement of our student body, the stakeholders felt these goals will help us continue to develop the whole child in our quest to provide optimum learning.

With our four goals accepted and prioritized, we began collecting baseline data and performance indicators in order to monitor progress and improvement of our students over time. Input from the Curriculum/Instructional Committee provided evidence of students' current levels of achievement. The committee is composed of faculty members from each grade level, related arts teachers and administrators. This committee addressed some of the goals related to the *Thinking and Reasoning Skills* as well as *Expanding and Integrating Knowledge*. Data for the *Learning to Learn* goal was gathered from all teachers at each grade level and related arts areas. Information on the *Personal and Social Responsibility* goal came from office referrals concerning behavior as well as teacher observations.

In summary, our statement for desired results of student learning and the performance indicators are a result of incorporating our beliefs and mission statement, following the state standards and district objectives, using the data from our school profile to identify student needs, and surveying stakeholders. The survey information was compiled, distributed and reviewed by faculty, staff, and parents. The feedback we received confirmed the priorities of our goals.

Extent of Student Achievement Based on the NSSE *Survey of Goals for Student Learning*

Performance Indicators Grouped by 4 Selected Goals – 2004

Legend

0 = No evidence of achievement

1 = Low level of achievement

2 = Evidence of progress, but not yet fully competent level of achievement

3 = Average level of achievement

4 = Fully competent level of achievement

5 = Exemplary level of achievement

Goal 1 Learning-to-Learn Skills

Makes a commitment to creating quality work – **3.13**

Makes a commitment to striving for excellence – **3.2**

Uses a variety of learning strategies to enhance learning – **3.5**

Uses a variety of personal skills and time management skills to enhance learning – **2.9**

Goal 4 Thinking and Reasoning Skills

Gathers and uses information effectively to gain new information and knowledge, classify and organize information, support inferences and justify conclusions appropriate to the content of the audience. – **2.5**

Utilizes, evaluates and refines the use of multiple strategies to solve a variety of types of problems. – **2.56**

Generates new and creative ideas by taking considered risks in a variety of contexts. – **3.23**

Goal 6 – Personal and Social Responsibility

Takes responsibility for personal actions – **3.46**

Acts ethically – **3.7**

Respects self and others – **3.83**

Understands and appreciates the diversity and interdependence of all people – **3.4**

Demonstrates an understanding of global issues – **2.03**

Demonstrates an understanding of environmental issues – **2.56**

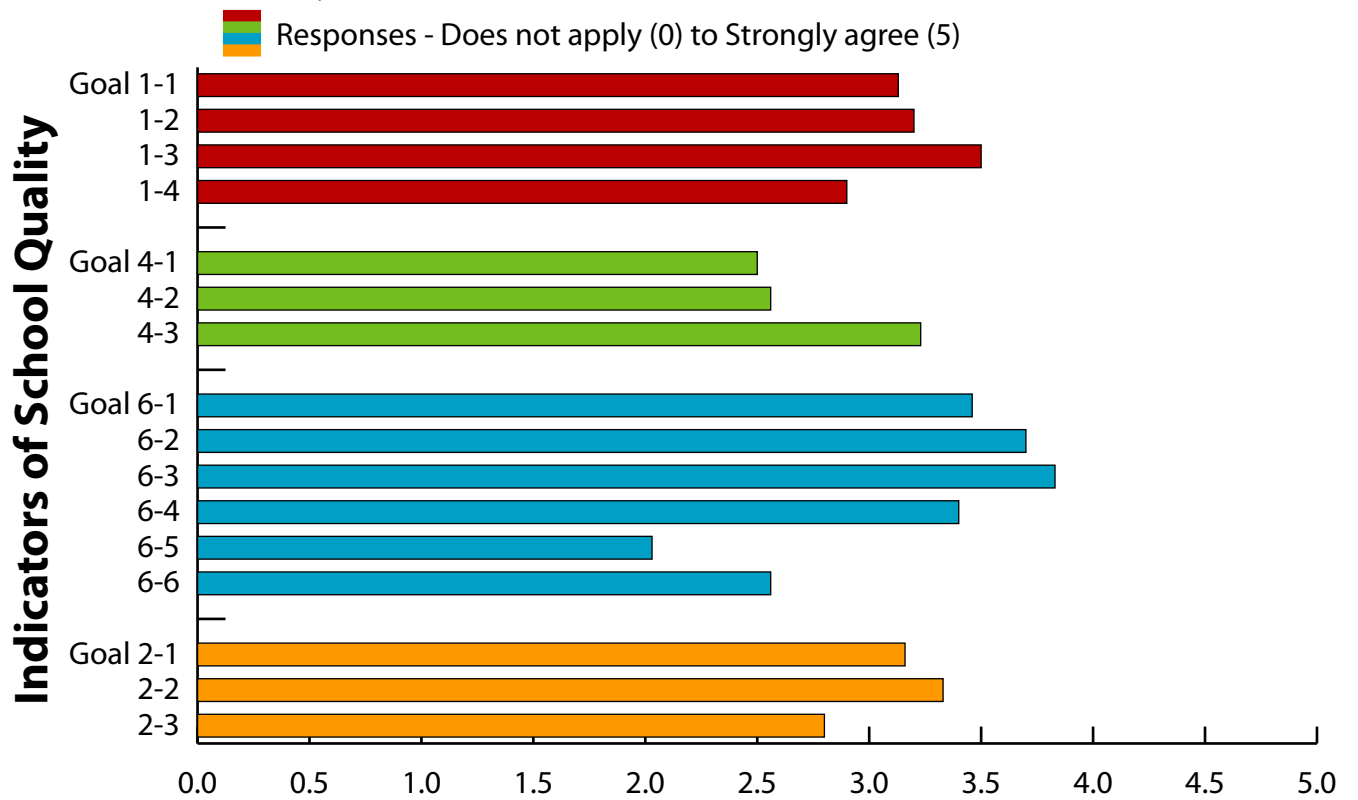
Goal 2 – Expanding and Integrating Knowledge

Connects knowledge and experiences from different subject areas – **3.16**

Uses what they already know to acquire new knowledge, develop new skill, and expand understanding – **3.33**

Demonstrates integrated knowledge and skills in applying multidisciplinary approaches to solving problems to completing tasks – **2.8**

Survey of Goals for Student Learning



Desired Results for Student Learning and Indicators of Student Achievement

Desired Results for Student Learning	Indicators
Learning to Learn	Students make a commitment for creating quality work and striving for excellence.
	Students use a variety of learning strategies to enhance learning.
	Students use a variety of personal skills and time management skills to enhance learning.
Thinking and Reasoning Skills	Students gather and use information effectively to gain new knowledge, classify and organize information, support inferences and justify conclusions appropriate to the content of the audience.
	Students utilize, evaluate and refine the use of multiple strategies to solve a variety of problems.
	Students generate new and creative ideas by taking risks in a variety of contexts.
Personal and Social Responsibility	Students take responsibility for personal actions.
	Students act ethically and respect self and others.
	Students understand and appreciate the diversity and interdependence of all people.
	Students demonstrate an understanding of global and environmental issues.
Expanding and Integrating Knowledge	Students connect knowledge and experiences from different subject areas.
	Students use what they already know to acquire new knowledge, develop new skills, and expand understanding.
	Students demonstrate integrated knowledge and skills in applying multidisciplinary approaches to solving problems to complete tasks.

Analysis of Student Learning Needs

Description of Students' Current Level of Achievement of the Desired Results for Their Learning

Learning to Learn Skills

- Interviews with teachers indicated students are not committed to doing their best work independently. While homework and class work are completed in most cases, quality work is not exhibited.
- Computer programs are in place to offer instruction and practice of state standards. A school wide concern is to offer some programs that will require mastery before progressing to a higher level in the program or to another skill.
- Communication is in place between school and home. Through teacher interviews a concern indicates that high expectations and quality work are not always a priority for all parties involved in a student's education.

Thinking and Reasoning Skills

- Assessment of projects, problem solving work, and writings often reveal an inability to use multiple strategies and transfer knowledge from one subject to another.
- Interviews with teachers concerning students' ability to think beyond the knowledge level reveal a concern about the uses of higher level thinking skills.
- PACT data shows the number of students scoring proficient and advanced declines in upper grades.

Personal and Social Responsibility

- Referrals to the office indicate a need to emphasize respect for other people. Getting along with peers and adults in a respectful way is an area of concentration.
- Through discussions on grade levels, the understanding of global issues is taking place in our school. Student Council is supporting this area of outreach. Our goal is to continue in this direction.
- Grade level projects have helped in the understanding of environmental issues. Fairforest as a whole needs to promote more student responsibility.

Expanding and Integrating Knowledge

- Current trends and research support the integration of subject matter. Many of the grade levels are using an integrated approach to teach core subjects. Integration is still in the beginning stages and needs time to be perfected and assessed as to its impact on learning.

Team 3

Desired Results for Student Learning

Team Leader

Kathy Butler, 1st Grade Teacher

Team Members

Tiffany Thompson, Kindergarten Teacher

Louise Gwinn, 1st Grade Teacher

Carol Bishop, 2nd Grade Teacher

Lydia Patterson, 2nd Grade Teacher

Lauren Simmons, 3rd Grade Teacher

Chris Robillard, 5th Grade Teacher

Rose Phillips, LEAP Teacher

Tracy Spake, Computer Lab Teacher and Parent Representative

Rhonda Powell, 1st Grade Assistant and Parent Representative

David Cox, Parent

Willie Harris, Custodian

Part 4: Analysis of Instructional and Organizational Effectiveness

Introduction

In this section of Fairforest Elementary School's improvement plan we provide an overview of the analysis of instructional and organizational effectiveness we conducted to help us identify our school's strengths and weaknesses. The results of this analysis of instructional and organizational effectiveness are summarized on the following pages. We identified strengths and weaknesses indicated by our school's survey in order to strengthen our school improvement plan.

Fairforest Elementary School's strengths and limitations were identified after administering the NSSE's Survey of Instructional and Organizational Effectiveness. Members of the faculty, staff, and administration independently completed the survey during the month of January.

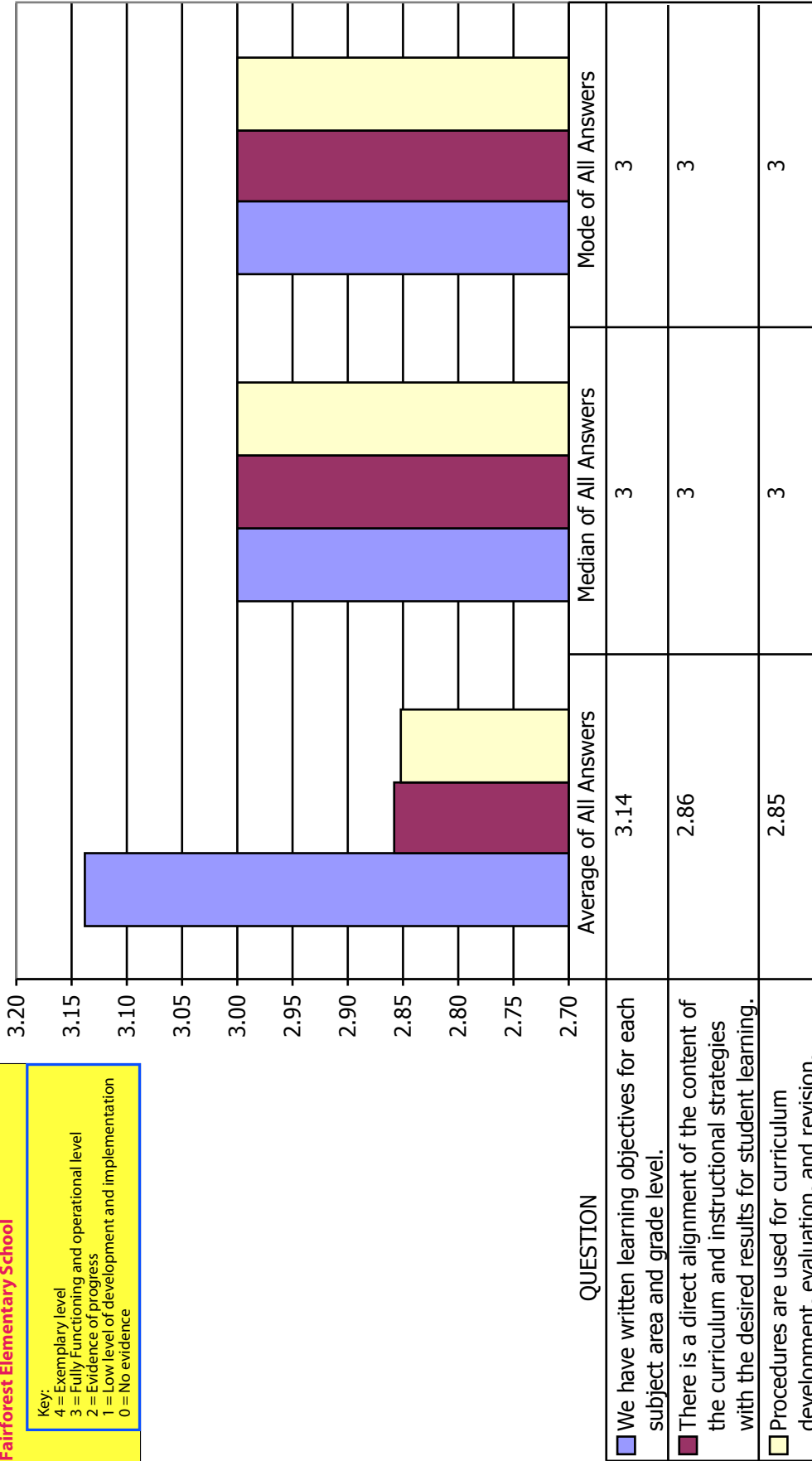
The results of the survey indicated our organization and leadership skills are rated moderately high, while our community building and assessment strategies are in need of improvement. With respect to communication among grade levels, the results from our survey indicated that Fairforest Elementary's faculty and staff exemplifies quality communication skills regarding missions and beliefs. In order to better serve our community of learners, we have developed and articulated Fairforest Elementary's Beliefs and Mission Statement to our school community.

However, in accordance with the results to our school's survey, our assessment methods and community building are in need of improvement. A graphic overview of the results for the survey is provided on the following seven pages.

CURRICULUM -- Average, Median, Mode of All Responses

**School Improvement Committee Survey
2004 – 2005
Fairforest Elementary School**

Key:
 4 = Exemplary level
 3 = Fully Functioning and operational level
 2 = Evidence of progress
 1 = Low level of development and implementation
 0 = No evidence

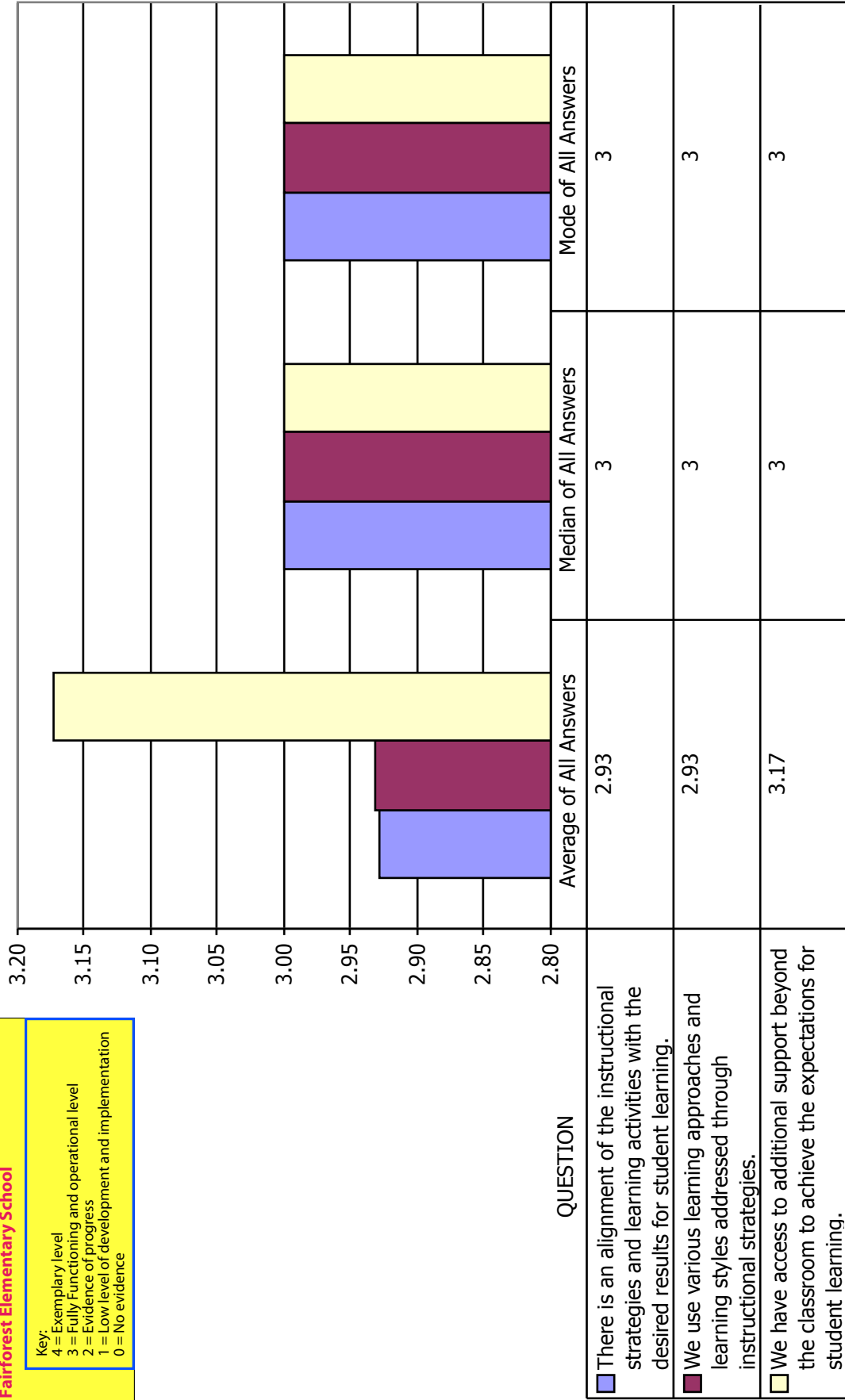


2/14/2005

INSTRUCTIONAL STRATEGIES -- Average, Median, Mode of All Responses

**School Improvement Committee Survey
2004 – 2005
Fairforest Elementary School**

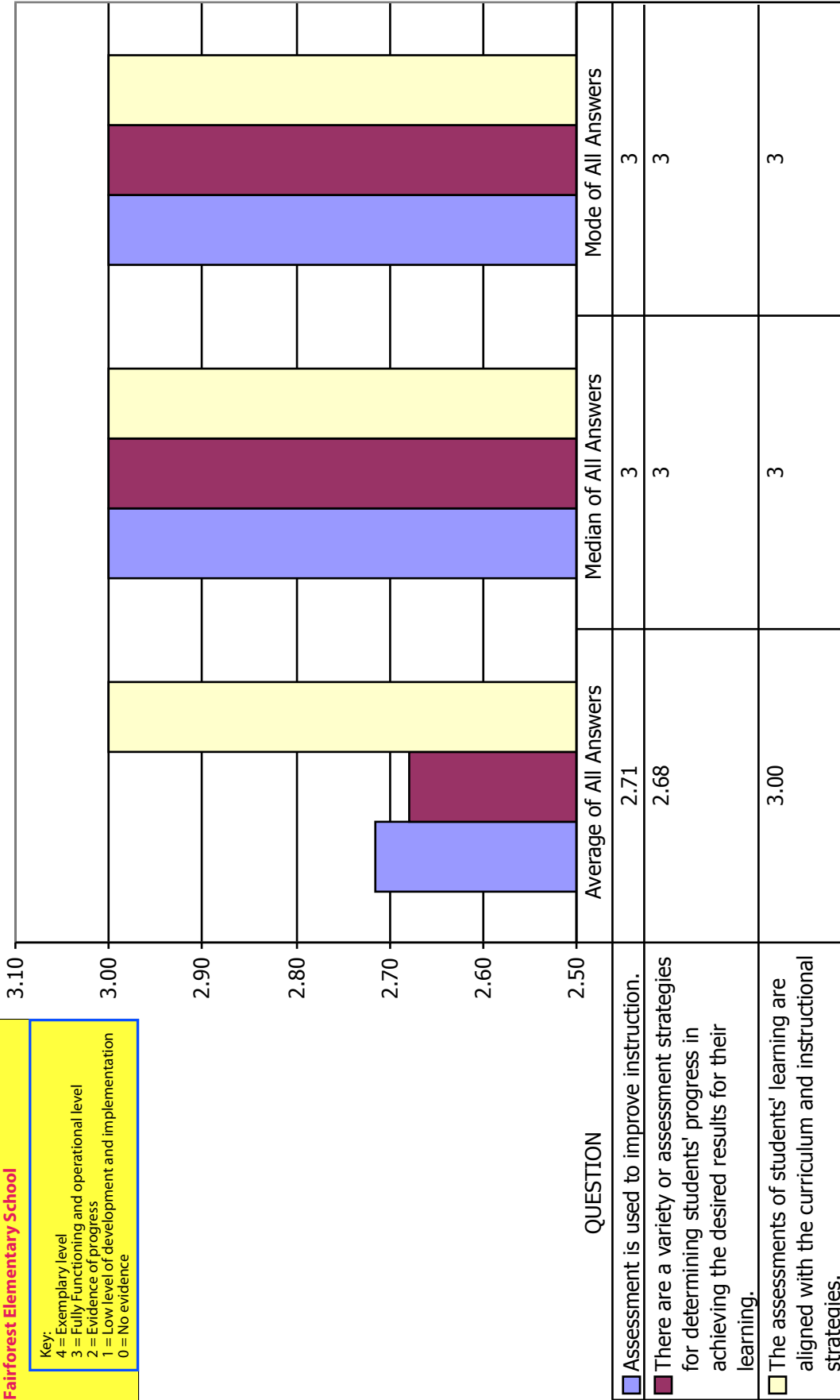
Key:
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 2 = Evidence of progress
 1 = Low level of development and implementation
 0 = No evidence



ASSESSMENT -- Average, Median, Mode of All Responses

**School Improvement Committee Survey
2004 - 2005
Fairforest Elementary School**

Key:
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 3 = Fully Functioning and operational level
 2 = Evidence of progress
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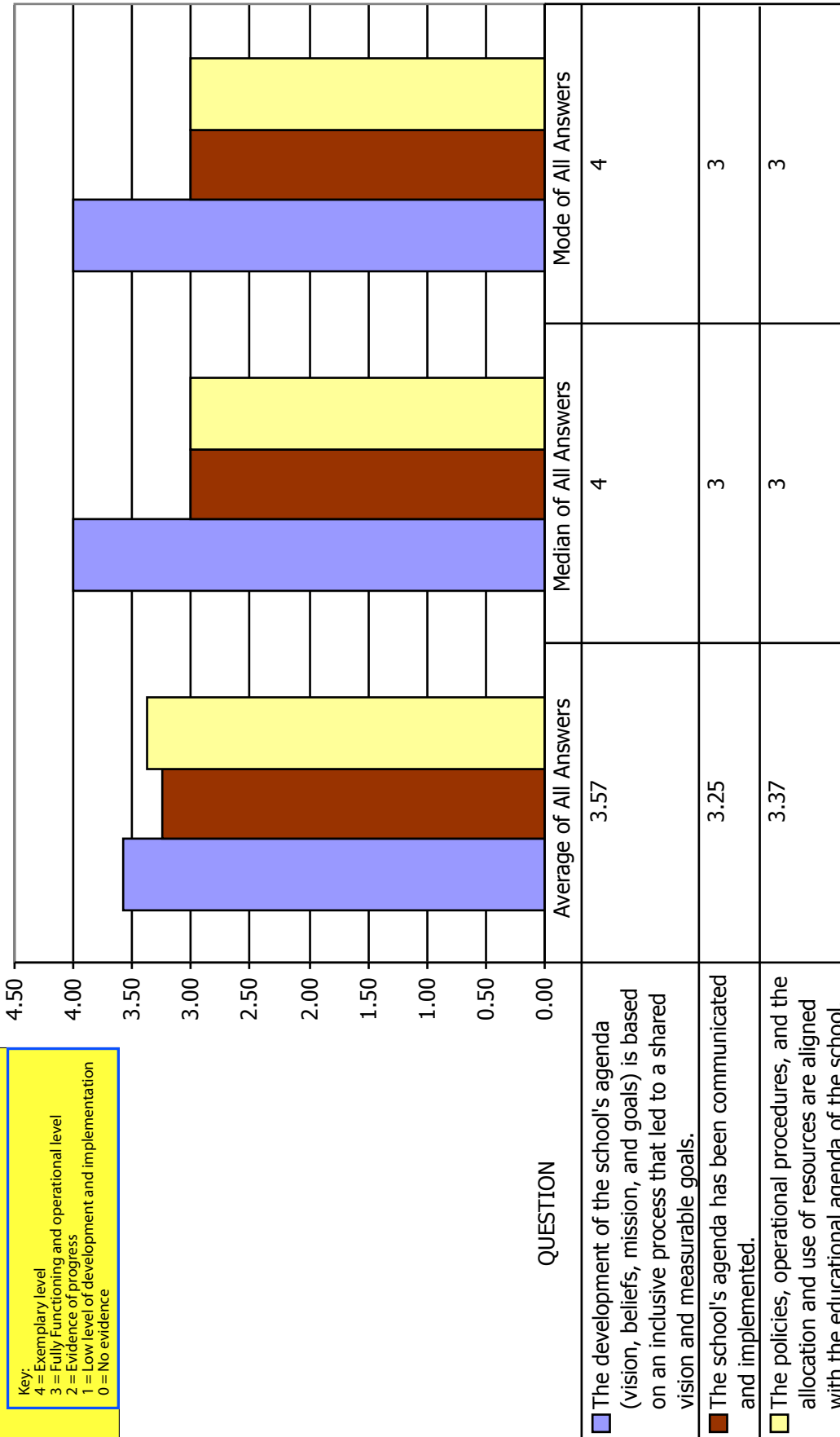


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ORGANIZATION -- Average, Median, Mode of All Responses

**School Improvement Committee Survey
2004 – 2005
Fairforest Elementary School**

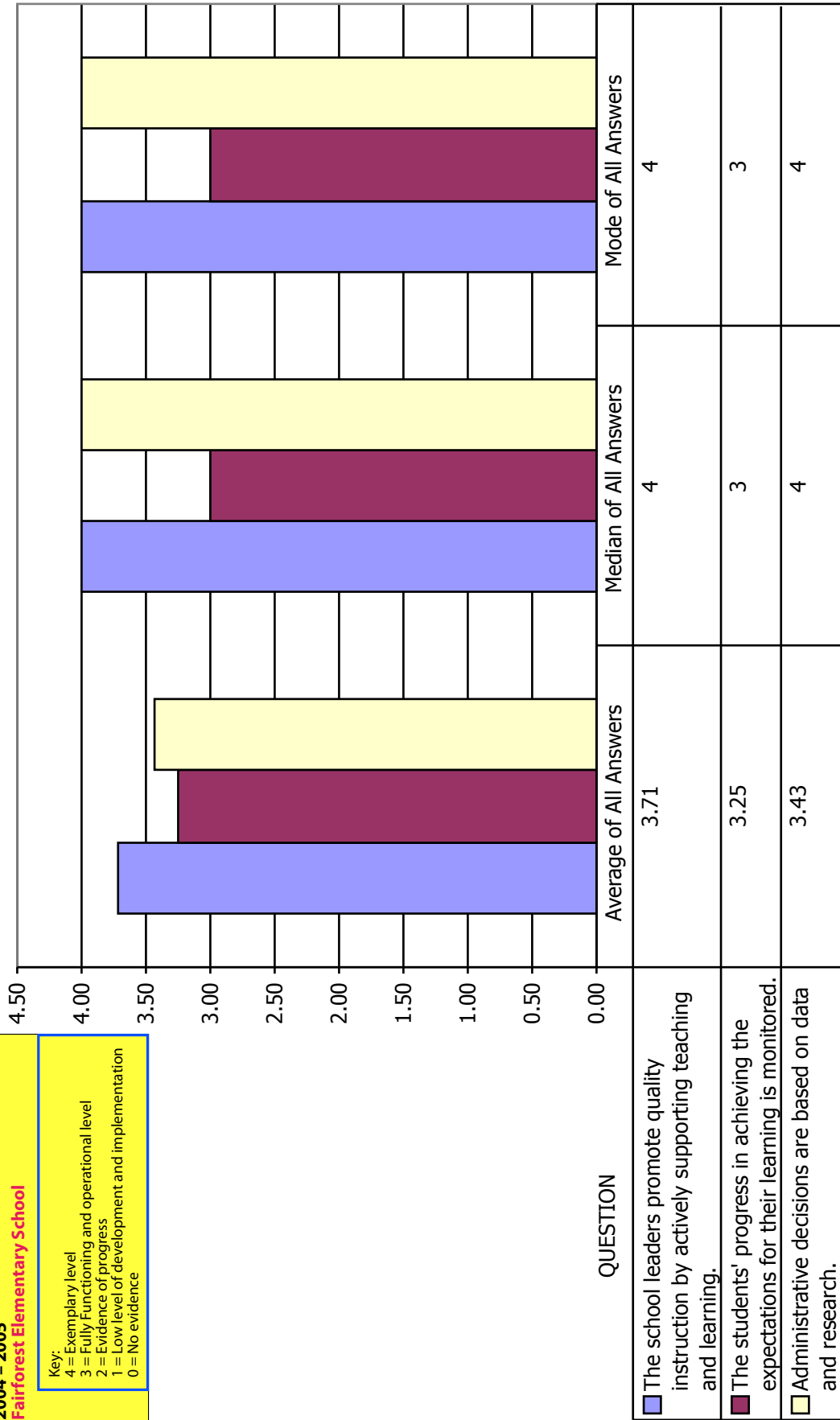
Key:
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 3 = Fully Functioning and operational level
 2 = Evidence of progress
 1 = Low level of development and implementation
 0 = No evidence



LEADERSHIP -- Average, Median, Mode of All Responses

**School Improvement Committee Survey
2004 - 2005
Fairforest Elementary School**

Key:
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 3 = Fully Functioning and operational level
 2 = Evidence of progress
 1 = Low level of development and implementation
 0 = No evidence

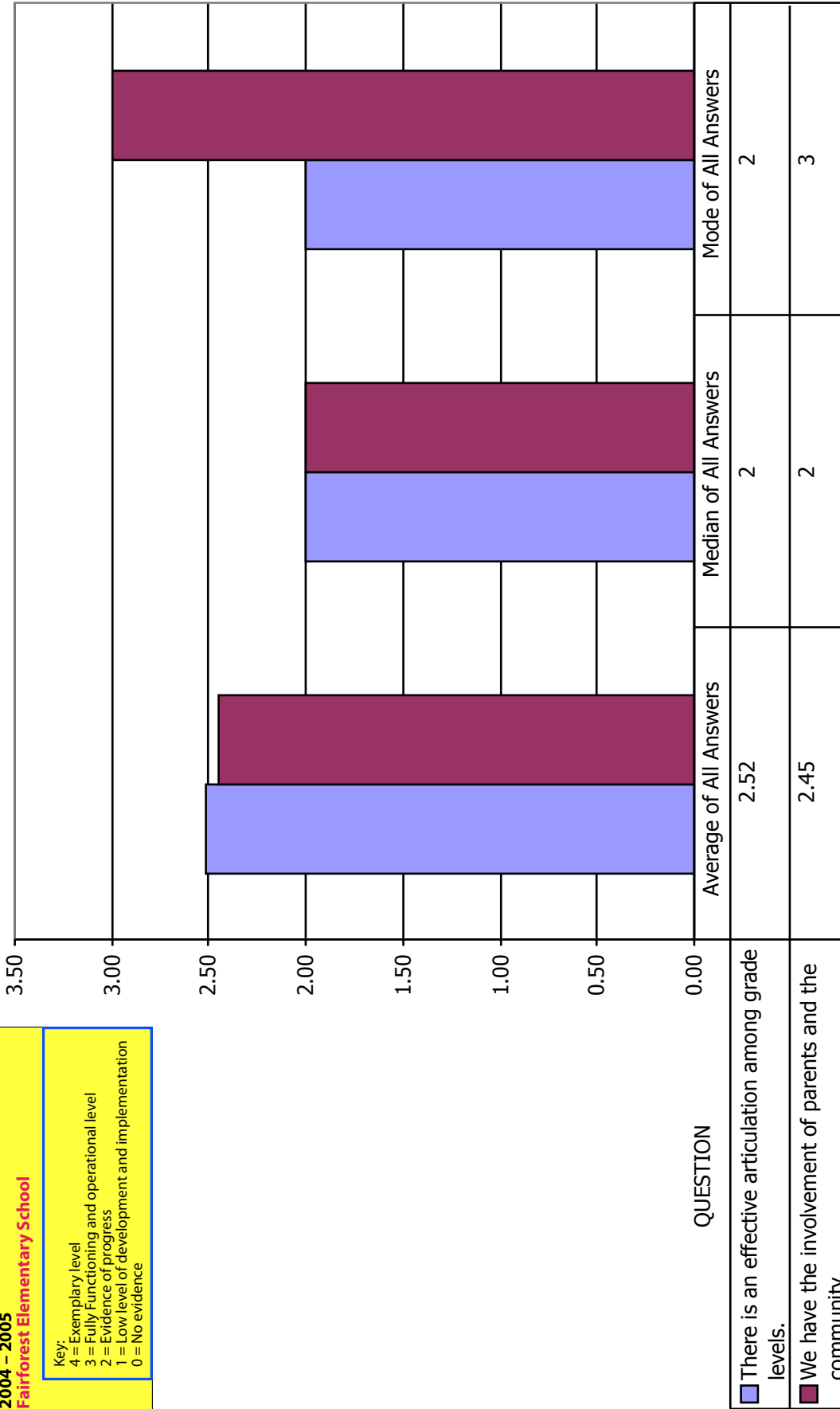


2/14/2005

COMMUNITY BUILDING -- Average, Median, Mode of All Responses

**School Improvement Committee Survey
2004 – 2005
Fairforest Elementary School**

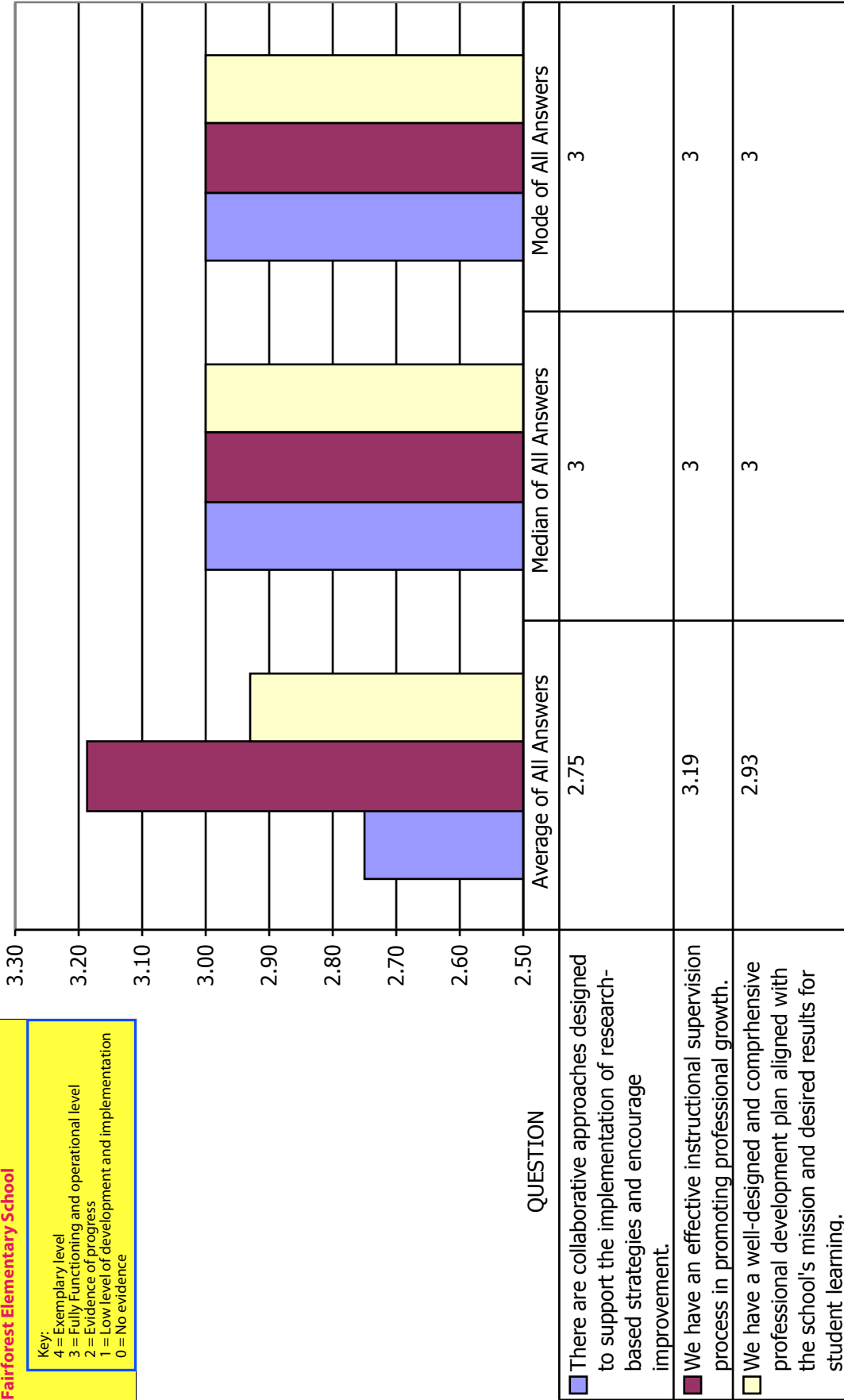
Key:
 4 = Exemplary level
 3 = Fully Functioning and operational level
 2 = Evidence of progress
 1 = Low level of development and implementation
 0 = No evidence



CULTURE -- Average, Median, Mode of All Responses

**School Improvement Committee Survey
2004 - 2005
Fairforest Elementary School**

Key:
 4 = Exemplary level
 3 = Fully Functioning and operational level
 2 = Evidence of progress
 1 = Low level of development and implementation
 0 = No evidence



2/14/2005

SACS Survey Analysis Overview

Strengths and weaknesses concerning instructional and organizational effectiveness

The following information was collected from a SACS committee survey, and was completed independently by members of Fairforest Elementary during the month of January. Three strengths and three weaknesses were chosen from these surveys to be reviewed with supporting evidence.

Areas of Strengths

TOPIC	EVIDENCE
<p>Organization</p> <p>Question 1: The development of the school's agenda (vision, beliefs, missions, and goals) is based on an inclusive process that led to a shared vision and measurable goals.</p>	<p>Parents, teachers, and administrators have various opportunities for input.</p> <p>Teachers are given ample surveys and discussion time concerning the development and implementation of the school's goals.</p> <p>The school's goals are given much consideration by the administration, teachers, and support staff.</p> <p>The school's goals have been reviewed by the School Improvement Council.</p>
<p>Leadership</p> <p>Question 1: The school leaders promote quality instruction by actively supporting teaching and learning.</p>	<p>School members consistently have the support and flexibility of the administration regarding teaching and learning.</p> <p>The school district has provided sufficient funding for supplies and teaching materials as needed.</p> <p>The administration attempts to honor the teachers' instructional periods.</p>
<p>Leadership</p> <p>Question 3: Administrative decisions are based on data and research.</p>	<p>Thorough research is conducted before decisions and/or changes within the school are made.</p> <p>The administration utilizes valid resources such as test scores to make various decisions.</p> <p>Much reading research is conducted concerning best practices in teaching.</p>

Areas in Need of Improvement

TOPIC	EVIDENCE
<p>Assessment</p> <p>Question 2: There are a variety of assessment strategies for determining students' progress in achieving the desired results for their learning.</p>	<p>Many grade levels overuse the 'paper and pencil' form of assessment.</p> <p>Identification of students' progress is often solely based on PACT scores.</p> <p>More rubrics and the correct usage of them are needed school-wide.</p> <p>Portfolio assessment is rarely utilized.</p>
<p>Community Building</p> <p>Question 1: There is an effective articulation among grade levels.</p>	<p>Consistent and uninterrupted planning time during school hours is often unavailable.</p> <p>There is a considerable need for more instructional and academic team planning among grade levels.</p>
<p>Community Building</p> <p>Question 2: We have the involvement of parents and the community.</p>	<p>There is a substantial lack of concern among many parents.</p> <p>Not all parents feel invited to school or take the initiative to volunteer when invited.</p> <p>Many parents of upper-grade students are not as involved as parents of lower-grade students.</p> <p>The expectations of children at home often do not match the higher expectations set for students at school.</p> <p>Language barriers commonly prevent parent participation.</p> <p>Working parents often don't have time and/or finances to participate in the school life of their child.</p> <p>Few community leaders seem active within our school.</p>

Analysis of the Overall Instructional and Organizational Effectiveness and Priorities for Improvement

In general, the organizational and leadership skills within our school are strongly aligned with the school's Mission and Beliefs. However, three main areas in need of improvement are:

- better and more frequent use of a variety of assessment methods
- stronger articulation among grade levels to achieve desired learning results for students
- stronger involvement of parents in our school

Priorities for Improvement:

To build on the school's strengths:

- build on the school's collaborative decision making in developing our Beliefs and Mission Statement by continuing to provide opportunities for discussion and consideration
- build on the school's leadership by strengthening inner-school support systems

To address areas in need of improvement:

- provide more authentic means of assessment so students can better gather information effectively and gain new knowledge
- better articulate among grade levels so, as a result, students can use a variety of learning strategies and skills to enhance their learning
- significantly increase communication with parents so students can learn to better take responsibility for their own actions and act ethically

Part 4 Team: Analysis of Instructional and Organizational Effectiveness

Chairperson

Cheri Parker, Kindergarten Teacher

Committee Members

Timothy Nelson, Fourth Grade Teacher

Ann Shaw, Second Grade Teacher

Abee Chapell, Speech Therapist

Christina Duvall, First Grade Teacher

Kristie Smith, Fifth Grade Teacher

Nancy Foster, Kindergarten Teaching Assistant

Jean Greene, Kindergarten Teaching Assistant

JoAnn Henderson, Secretary

Elizabeth Baldwin, Community Member and Parent Representative

Part 5: Action Plan - School Improvement Plan

Introduction

Our action plan addresses the target areas for our school's improvement plan, which includes *Learning to Learn Skills, Thinking and Reasoning Skills, Personal and Social Responsibility, and Expanding and Integrating Knowledge*. The plan also addresses the need to strengthen and expand the use of assessment strategies, effective articulation among grade levels, and the involvement of parents and the community.

The action plans were reviewed by school improvement council, faculty, and administration to ensure that they are consistent with the school's profile, beliefs and mission, desired results for student learning, and analysis of instructional and organizational effectiveness. Suggestions were reviewed and final revisions were completed.

Each of the action plans along with cost, estimated timeline, and person(s) responsible are described on the pages that follow. Also included are measurable objectives that will be evaluated each year to assess progress toward the goals.

Action Plan #1

Desired Results:

Learning to Learn Skills

Goal:

Students at FES will use a variety of learning strategies that will help instill a commitment to excellence and enhance learning.

Objectives:

1. The percentage of teachers marking "Agree" or "Strongly Agree" on the Survey of Goals for Student Learning will increase by 5% each year.
2. The percentage of children scoring Basic or above on PACT will increase by 5% each year.

Actions	Cost	Timeline	Persons Responsible
Provide after-school tutoring program for all students in grades 3-5	\$50,000	2005-2011	Faculty/Staff
Provide training of staff and implementation of "Write from the Beginning," a sequential writing program for K-5	\$11,000	2005-2011	Administration, Faculty
Provide training on how to differentiate instruction based on test scores: <ul style="list-style-type: none"> • Observation • Book Study • Workshops • Specialist • etc. 	\$500	2005-2011	Administration, Faculty
Continue training on strategies to help ESOL students: <ul style="list-style-type: none"> • Workshop 	\$500	2005-2011	ESOL teachers, classroom teachers, Administration, District Coordinator for ESOL programs
Provide training on strategies to improve instruction for students with special needs (behavioral and academic): <ul style="list-style-type: none"> • Observation • Book Study • Workshops • Specialist • etc. 	\$500	2005-2011	Resource teacher, faculty, Director of Special Services

Action Plan #2

Desired Results:

Thinking and Reasoning Skills

Goal:

Students at FES will learn to solve real world problems in a variety of contexts.

Objectives:

1. The percentage of children scoring Basic or above on PACT will increase by 5% each year.
2. The percentage of teachers marking "Agree" or "Strongly Agree" on the Survey of Goals for Student Learning will increase by 5% each year.

Actions	Cost	Timeline	Persons Responsible
Provide training on brain research: <ul style="list-style-type: none"> • Thinking Maps • Study skills • Goal setting • Time management • Instructional strategies • etc. 	\$500	2005-2011	Administration, Faculty
Provide training on assessment practices: <ul style="list-style-type: none"> • rubrics • portfolio • anecdotal records • DIBELS • performance assessment • etc. 	\$1000	2005-2011	Administration, Faculty
Continue support of events involving global and environmental issues such as: <ul style="list-style-type: none"> • International Day • Career Day • Earth Day • Voting/Election Day • Red Ribbon Week • Service Learning Projects • Veteran's Day • etc. 	\$1000	2005-2011	Administration, Faculty

Action Plan #3

Desired Results:

Personal and Social Responsibility

Goal:

Students will be responsible citizens at school, as well as in their community, state, and country.

Objectives:

1. The number of incidences of bullying that occurs at school or on the bus will decrease by 5% each year, based on the number of office referrals.
2. The total number of office referrals for disobedience will decrease by 5% each year, based on the number of office referrals.
3. All students are given the opportunity to serve the community through yearly service learning projects.
4. The percentage of teachers marking "Agree" or "Strongly Agree" on the Survey of Goals for Student Learning will increase by 5% each year.
5. The percentage of parents marking negative comments (such as "Strongly Disagree," "Disagree," "Don't Do and Don't Care To," "Bad," or "Very Bad") on the Parent Report Card Survey will decrease by 5% each year.

Actions	Cost	Timeline	Persons Responsible
Provide training on Democratic Education: <ul style="list-style-type: none"> • Book Study • Speaker • etc. 	\$500	2005-2011	Administration
Continue and expand character education program: <ul style="list-style-type: none"> • Gumballs • "Caught Doing Good" • Terrific Kids • etc. 	\$7000	2005-2011	Guidance Counselor, Faculty, Administration
Establish a Parent Resource Center (including resources for ESOL parents)	\$5000	2005-2011	Guidance Counselor, Faculty, Administration
Commit to increasing positive personal contacts with parents: <ul style="list-style-type: none"> • Time at faculty meetings for discussion and sharing of ideas 	\$100	2005-2011	Faculty, Administration

Action Plan #4

Desired Results:

Expanding and Integrating Knowledge

Goal:

Students will use prior knowledge, as well as new experiences, to solve multidisciplinary problems and complete tasks.

Objectives:

1. The percentage of children scoring Basic or above on PACT will increase by 5% each year.
2. The percentage of teachers marking "Agree" or "Strongly Agree" on the Survey of Goals for Student Learning will increase by 5% each year.

Actions	Cost	Timeline	Persons Responsible
Offer training on integrating curriculum	\$0	2005-2011	Administration
Schedule time and provide materials for integrating curriculum	\$2000	2005-2011	Administration, Faculty
Schedule time for discussion within and across grade levels	\$2000	2005-2011	Administration, Faculty
Provide opportunities for multidisciplinary events: <ul style="list-style-type: none"> • Arts/Curriculum Night • Jump Rope 4 Heart • Red Ribbon Week • Science Fair • Spelling Bee • Artist in Residence • Summer Reading Program • etc. 	\$5000 annually	2005-2011	Administration, Faculty

Part 5: Action Plan - School Improvement Plan

Team Leaders:

Julia Cox, Third Grade Teacher

Allison Woods, Fifth Grade Teacher

Team Members:

Teresa Cheser, Art Teacher

Yolanda Hill, Third Grade Teacher

Allison Jones, Kindergarten Teaching Assistant

Faye Lagroon, First Grade Teaching Assistant

Janice Mitchem, Kindergarten Teacher

Herman Nesbitt, Custodian

Bonnie Raney, Gifted/Talented Teacher

Mia Silvers, Guidance Counselor

Karen Johnson, Third Grade Teacher

Mr. Abousenna, Parent

Mrs. Reeves, Parent

Part 6: Implementing the Plan and Documenting Results

The former improvement plan was monitored on an annual basis. The School Improvement Council was charged with serving as a monitor for the completion of the plan. Traditionally the SIC would review things from an “all stakeholders” viewpoint. They have monitored the changes in the school wide test data such as PACT and Accelerated Reader. The SIC also reviewed the parent and student surveys that were administered statewide as a means of assessing progress. More recently, the SIC added a survey for teachers to help address the areas that some on the Council were unable to verify first hand, such as staff development opportunities. Each year after the SIC completed the review of the plan, we notified our stakeholders of our progress under each goal through the report card narrative, the report to the community, the school’s monthly newsletter and at the PTO Open House meetings for each grade level.

As we created the current plan, we knew we wanted to improve our monitoring system. We knew each objective had to be measurable if we were to allow data driven decision making. The biggest difference between this plan and the last is that each of the goals is now measurable. The goals in the action plan were constructed in a way that allows us to self monitor at a minimum of once a year through the analysis of PACT data and the student and parent surveys. It has also been constructed in a way that will allow us to monitor the Personal and Social Responsibility objectives on an “at will” basis.

The SIC will again be charged with reviewing our progress towards the completion of the goals. The SIC will continue to use the report card narrative, the report to the community, the school newsletter, and the PTO Open House meetings to let the community know the status of our plan.