

Fairforest Elementary School, Spartanburg School District 6

Outcome Data

ACT Aspire (Ready & Above)

Year	Eng	Rdg	Math	Writing
2014 - 2015	65%	34%	51%	13%
2013 - 2014	70%	28%	47%	12%

ACT Aspire Reading (Ready & Above)

Year	3 rd	4 th	5 th
2014 - 2015	40%	26%	31%
2013 - 2014	23%	33%	29%

ACT Aspire Math (Ready & Above)

Year	3 rd	4 th	5 th
2014 - 2015	63%	40%	47%
2013 - 2014	53%	48%	40%

ACT Aspire STEM (In the Range)

Year	3 rd	4 th	5 th
2014 - 2015	35%	38%	41%
2013 - 2014	35%	45%	39%

SC PASS (Met & Above)

Year	ELA	Math	Writing	Science	SS
2014-2015	N/A	N/A	N/A	64%	77.8%
2013-2014	77.9%	75%	81.5%	64%	86.6%
2012-2013	86.3%	81.9%	84%	78.5%	84.3%

STAR Reading (meeting district)

Year	3 rd	4 th	5 th
2015 - 2016	73%	69%	64%
2014 - 2015	79%	70%	70%
2013 - 2014	50%	65%	68%

STAR Early Literacy Fall 2015 (Grades K – 1)

Scaled Score	Literacy Classification	Percentage of Students
300 – 487	Early Emergent Reader	54%
488 – 674	Late Emergent Reader	45%
675 – 774	Transitional Reader	0.8%
775 – 900	Probable Reader	0%

STAR Math (meeting district)

Year	3 rd	4 th	5 th
2015 - 2016	86%	83%	69%

Demographic Data

	2015	2014	2013	2012	2011
Poverty Index	82.1%	82.6%	81.0%	82.1%	81.6%
F / R Rate	73.7%	72.3%	72.1%	72.5%	72.9%
Attendance Rate	96.3%	96.5%	97.5%	96.9%	96.3%
ESOL Rate	35%	38%	36%	44%	46%

Year	% White	% Black	%Hispanic	% Other
2015-2016	49%	17%	22%	12%
2014-2015	49%	16%	23%	12%
2013-2014	51%	15%	22%	12%
2012-2013	49%	16%	23%	12%
2011-2012	47%	18%	23%	12%

2015 – 2016 Additional Areas

7 % Academically Gifted Students
 3 % Artistically Gifted (Music)
 3 % Artistically Gifted (Art)

16 % Total Special Ed. Students
 9% Speech Only
 1 % 504 Plans

Fairforest Elementary Schools' diversity molds its instructional practices. The influence and impact of culture and home life on each child is a strong determinant of the way each child learns. Considering that the child may enter school and continue on with parental support of education, or lack thereof, plus perhaps the added disadvantage of a non-English speaking background, means that the faculty needs to make the most of each educational minute.

An integrative approach to teaching has been helpful, not only to ensure coverage of the material, but also to deepen each student's understanding of the relationship that can exist among the various studies of mathematics, science, social studies and reading. Hands-on activities, technology-assisted instruction and individualized attention, as well as a caring and dedicated faculty, have made that connection possible.

As Fairforest Elementary School continues to prepare students for a rapidly changing world, it is our desire to instill in them a love of learning and the academic foundation that will be necessary as they matriculate through our school system with the ultimate goal of having each student be college and/or career ready.

Perception Data

Mission of Fairforest Elementary School

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

AdvancED Parent, Student, Staff Survey Results

The two highest areas of strength reported by parents were:

“Our school provides a safe environment.” 4.65
“My child has administrators and teachers that monitor and inform me of his/her learning progress.” 4.60

The two highest areas of strength reported by students were:

“My school has computers to help me learn.” 2.97
“In my school my teachers want me to do my best work.” 2.96

The two highest areas of strength reported by staff were:

“Our school’s purpose statement is clearly focused on student success.” 4.86
“Our school’s leaders expect staff members to hold all students to high academic standards.” 4.75

The three lowest rated areas as reported by parents were:

“Our school’s governing body does not interfere with the operation or leadership of our school.” 4.03
“Our school’s purpose statement is formally reviewed and revised with involvement from parents.” 4.21
“Our school provides opportunities for stakeholders to be involved in the school.” 4.22

The three lowest rated areas as reported by students were:

“My teachers ask my family to come to school activities.” 2.49
“My principal and teachers ask me what I think about school.” 2.55
“In my school students treat adults with respect.” 2.58

The three lowest rated areas as reported by staff were:

“Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.” 4.0
“All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g. action research, examination of student work, reflection, study teams, and peer coaching) 4.17
“Our school provides opportunities for students to participate in activities that interest them.” 4.17

Program Data

The mission of Fairforest Elementary School is to prepare our students for lifelong learning through a challenging curriculum with open communication in a safe, respectful environment. We strive to provide our students with opportunities to think critically, to gain and apply new knowledge, and to prepare them to become responsible citizens.

Fairforest Elementary began a STEAM (Science, Technology, Engineering, the Arts, and Mathematics) initiative during the 2014-2015 school year that focuses on inquiry and problem based learning. Teachers provide support and guidance to students as they work collaboratively to construct meaning through real world experiences. Students have opportunities to interact with content through hands-on approaches and computer assisted instruction. There are two labs equipped with 25 desktop computers, grades 3-5 are 1:1 with laptops, and grades K-2 are 1:2. A Technology Integration Specialist teacher trains, models, and assist classes into the age of technology. An “Hour of Code” as well as a Goldilocks Challenge has given students the opportunity to apply a high depth of knowledge, creativity, critical thinking, and communication skills. Fairforest has developed a relationship with Michelin, North America that supports our STEAM initiative and volunteers lead lessons on various science topics.

Weekly, in grades K-5, art, music, library, guidance, and physical education teachers work with individual classrooms. An optional strings/band program is offered to fifth grade students. In addition, a character education program that encourages the development of respect and responsibility toward self, others, and the world is incorporated into the curriculum. Our goal is to enable students to identify and demonstrate character traits appropriate to social, school, and work settings.

Qualifying students may participate in Horizons, Art, and Music Visions. The Horizons program is designed to meet the needs of academically gifted students and emphasize the use of higher level critical and creative thinking in an interdisciplinary curriculum. The artistically and/or musically gifted are defined as those children whose abilities, talents, and potential for accomplishment are so outstanding that they require special provisions to meet their educational needs.

A full continuum of special education and related services are available to students with disabilities. This includes services in a regular classroom, small group instruction in a resource room, small group instruction in a self-contained class, instruction in a separate school located outside the district, and instruction provided in the home for students who are unable to attend school. Related services include counseling, occupational therapy, and physical therapy.

Students at Fairforest Elementary School participate in many before and after school clubs, including Boys Book Club, Girls Book Club, Morning Reflex Math, Newspaper, Comic Book Club, LEGO Robotics, Minecraft, Math Club, Good News Club, and ESOL Club. Additionally, our students participate in programs that give back to the community such as Student Council, Relay for Life, Pennies for Patients, and Jump Rope for Heart.

At Fairforest Elementary School, we realize that the high levels to which we strive can only be achieved with the help, support and involvement of our parents, PTO, SIC, community members, and students.