



FAIRFIELD ELEMENTARY

175 Medley Rd.
Winnsboro, SC 29180

Grades	PK-6 Elementary School	
Enrollment	727 Students	
Principal	n/a	803-635-5594
Superintendent	Dr. Patrice Robinson	803-635-4607
Board Chair	Ms. Annie McDaniel	803-635-6894

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

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

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

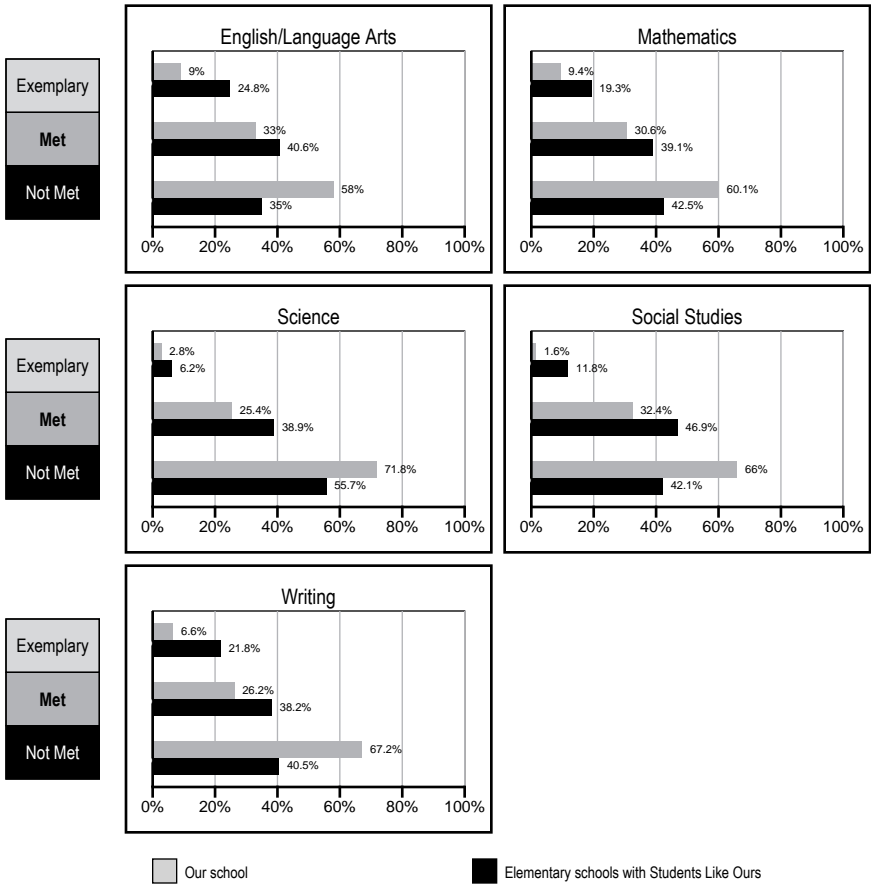
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 97.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	4	76	56	23

* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

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

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=727)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.7%	Up from 0.7%	1.5%	1.2%
Attendance rate	93.4%	Down from 94.5%	95.9%	96.1%
Eligible for gifted and talented	1.5%	Down from 3.7%	4.3%	11.7%
With disabilities other than speech	11.1%	Up from 10.1%	8.3%	8.0%
Older than usual for grade	1.2%	Up from 0.9%	0.8%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.4%	Up from 0.0%	0.0%	0.0%
Teachers (n=55)				
Teachers with advanced degrees	61.8%	Down from 62.3%	60.0%	60.5%
Continuing contract teachers	65.5%	Up from 62.3%	78.9%	84.6%
Teachers with emergency or provisional certificates	4.7%	Up from 2.0%	0.0%	0.0%
Teachers returning from previous year	66.9%	Down from 69.7%	83.2%	87.0%
Teacher attendance rate	93.4%	Up from 92.1%	95.4%	95.4%
Average teacher salary*	\$45,499	Down 2.5%	\$45,499	\$47,288
Professional development days/teacher	7.9 days	Down from 10.7 days	10.7 days	10.5 days
School				
Principal's years at school	1.0	No Change	3.0	4.0
Student-teacher ratio in core subjects	15.3 to 1	Down from 16.5 to 1	17.2 to 1	19.2 to 1
Prime instructional time	85.1%	Up from 83.6%	90.4%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,918	Down 2.4%	\$8,762	\$7,548
Percent of expenditures for instruction**	74.0%	Up from 70.8%	68.1%	68.7%
Percent of expenditures for teacher salaries**	67.0%	Up from 62.1%	62.5%	65.1%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

Report of Principal and School Improvement Council

Fairfield Elementary School's theme for the year is to develop responsible thinkers and seekers of knowledge. Our school serves a population of pre-K through sixth grade. The balanced literacy approach is used for teaching reading and a variety of assessment tools are used to monitor progress such as Dominie. Our school is committed to ensuring that students demonstrate mastery of state standards and integrate world culture themes throughout the use of curriculum standards.

This is the second year of restructuring in which our school has worked hard to empower stakeholders to foster a sense of community and pride. We are pleased with the accomplishments thus far, but continue to search for innovative ways to continue improving the educational process at Fairfield Elementary School both academically and socially.

Based on PASS scores from the 2008-2009 school year, it was evident that instructional strategies needed to be revised and revamped to address deficiencies in math and science. We provided extensive training on AIMS, Worksheets Don't Grow Dendrites, as well as a book study of the The Daily Five. The teachers and leadership team worked together in an effort to use data driven decision making to implement best practices in the instructional day to day processes.

On a positive note, during the 2009-2010, an international fair was held to highlight world cultures in which there were guest speakers, student performances, and food tastings. In addition, other school wide activities were held to recognize students for academic and behavioral accomplishments. Each quarter an awards day was held to honor A and B honor rolls, citizenship, and discipline- free students.

Overall, we have implemented varied strategies to assist with student achievement; however, we would like to involve more parents and community stakeholders in helping us to reach our mission. Next year, we will continue focusing on student achievement by re-evaluating our school renewal plan to verify that student achievement is our top priority.

John Mills Principal
Albertha Woodard SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	52	68	22
Percent satisfied with learning environment	57.7%	62.7%	35.0%
Percent satisfied with social and physical environment	55.8%	60.3%	35.0%
Percent satisfied with school-home relations	34.6%	86.8%	47.4%

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

Abbreviations for Missing Data

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 15 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

NI

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.9%
Classes in high poverty schools not taught by highly qualified teachers	7.1%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	4.8%	0.0%	No
Student attendance rate	93.4%	94.0%*	No

* Or greater than last year

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	329	99.1	56.1	32	11.9	64	73.4	83.5	Yes	Yes
Gender										
Male	178	98.3	56.7	29.3	14	61.8	69.7	80.1	N/A	N/A
Female	151	100	55.5	34.9	9.6	66.4	77.4	87	N/A	N/A
Racial/Ethnic Group										
White	67	100	39.1	39.1	21.9	79.7	81.1	89.6	Yes	Yes
African American	253	98.8	61.4	29.2	9.4	59.7	72.2	74.6	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	92.7	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	72.7	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	85.1	I/S	I/S
Disability Status										
Disabled	85	97.7	63.9	20.5	15.7	54.2	47.1	51.7	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	71.4	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	286	99	55.9	31.6	12.5	63.9	72.5	76.9	Yes	Yes

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

All Students	329	99.4	58.4	31.4	10.2	55.4	65.7	80.4	No	Yes
Gender										
Male	178	98.9	57.3	28	14.6	55.4	63.3	78.4	N/A	N/A
Female	151	100	59.6	34.9	5.5	55.5	68.2	82.5	N/A	N/A
Racial/Ethnic Group										
White	67	100	53.1	31.3	15.6	60.9	74.3	87.8	Yes	Yes
African American	253	99.2	60.5	30.9	8.6	53.2	64.2	69.3	No	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	93.5	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	72.7	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	83.2	I/S	I/S
Disability Status										
Disabled	85	98.8	73.5	14.5	12	37.3	35.1	46.1	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	71.4	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	286	99.3	58.2	30.8	11	55.9	64.6	72.8	No	Yes

* Adjusted to account for natural variation in performance.

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
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Science

All Students	203	97	69.4	25.7	4.9	30.6	46.3	67.3
Gender								
Male	115	94.8	68.4	25.5	6.1	31.6	45.2	66.9
Female	88	100	70.6	25.9	3.5	29.4	47.5	67.7
Racial/Ethnic Group								
White	40	95	47.2	33.3	19.4	52.8	64	79.6
African American	157	97.5	74.8	23.8	1.4	25.2	43.4	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	84.4
Hispanic	5	I/S	I/S	I/S	I/S	I/S	54.5	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5
Disability Status								
Disabled	58	96.6	80	12.7	7.3	20	19.1	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	54.5	58.6
Socio-Economic Status								
Subsidized meals	179	97.8	67.9	27.2	4.9	32.1	45	55.4

Social Studies

All Students	210	98.6	64.4	33.5	2.1	35.6	52.2	70.9
Gender								
Male	110	97.3	64.9	32	3.1	35.1	49.4	70.1
Female	100	100	63.9	35.1	1	36.1	54.9	71.7
Racial/Ethnic Group								
White	41	97.6	61.5	30.8	7.7	38.5	62.5	79.2
African American	162	98.8	64.7	34.7	0.7	35.3	50.5	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	86.8
Hispanic	6	I/S	I/S	I/S	I/S	I/S	61.1	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	71.2
Disability Status								
Disabled	55	94.6	70.6	27.5	2	29.4	28.5	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	58.8	68
Socio-Economic Status								
Subsidized meals	185	98.4	61.8	35.9	2.4	38.2	51.7	60.8

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	325	93.9	66.9	26.5	6.6	33.1	54.4	72.1	93.4	95.1
Gender										
Male	175	93.1	73.6	18.9	7.4	26.4	47	65.2	93.1	94.8
Female	150	94.7	59.7	34.5	5.8	40.3	62.2	79.2	93.6	95.4
Racial/Ethnic Group										
White	66	93.9	63.9	26.2	9.8	36.1	55.6	80.8	92.7	94
African American	250	93.6	67.7	26.8	5.5	32.3	54.3	59.7	93.5	95.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	87	99.9	99.9
Hispanic	8	I/S	I/S	I/S	I/S	I/S	50	64.6	95.1	94.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	73.4	N/A	N/A
Disability Status										
Disabled	86	79.1	89.6	7.5	3	10.4	15	27.7	92.1	93.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	47.6	63.7	96.1	95.2
Socio-Economic Status										
Subsidized meals	281	94	66.4	26.8	6.8	33.6	53.4	61.9	93.4	95

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	83	98.8	57.3	26.7	16	42.7
	4	69	100	61.3	33.9	4.8	38.7
	5	72	100	43.3	43.3	13.4	56.7
	6	62	100	66.7	30	3.3	33.3
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	81	98.8	52.1	27.4	20.5	47.9
	4	86	98.8	59.5	31.6	8.9	40.5
	5	80	100	56.2	35.6	8.2	43.8
	6	82	98.8	56.4	33.3	10.3	43.6
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	83	98.8	74.7	16	9.3	25.3
	4	69	100	30.6	59.7	9.7	69.4
	5	72	100	59.7	34.3	6	40.3
	6	62	100	65	23.3	11.7	35
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	81	100	75.3	15.1	9.6	24.7
	4	86	98.8	50.6	34.2	15.2	49.4
	5	80	100	63	31.5	5.5	37
	6	82	98.8	46.2	43.6	10.3	53.8
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	41	95.1	89.2	8.1	2.7	10.8
	4	69	100	N/AV	N/AV	N/AV	24.2
	5	37	100	64.7	32.4	2.9	35.3
	6	31	100	N/AV	N/AV	N/AV	24.1
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	40	95	82.9	8.6	8.6	17.1
	4	83	100	63.6	32.5	3.9	36.4
	5	41	95.1	72.2	22.2	5.6	27.8
	6	39	94.9	65.7	31.4	2.9	34.3
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	41	100	64.9	32.4	2.7	35.1
	4	69	100	N/AV	N/AV	N/AV	53.2
	5	35	100	48.5	36.4	15.2	51.5
	6	31	100	N/AV	N/AV	N/AV	29
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	41	100	71.1	26.3	2.6	28.9
	4	85	98.8	65.4	32.1	2.6	34.6
	5	39	100	66.7	30.6	2.8	33.3
	6	45	95.6	N/A	N/A	N/A	45.2
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	80	100	65.3	26.7	8	34.7
	4	72	100	N/AV	N/AV	N/AV	26.6
	5	73	97.3	53.7	40.3	6	46.3
	6	63	100	70	26.7	3.3	30
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	79	100	65.8	24.7	9.6	34.2
	4	86	95.4	73.7	18.4	7.9	26.3
	5	80	92.5	63.8	31.9	4.3	36.2
	6	80	87.5	63.8	31.9	4.3	36.2
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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