



## FAIRFIELD MAGNET SCHOOL FOR MATH & SCIENCE

1647 US HWY 321 BY-PN

Winnsboro, SC 29180

<b>Grades</b>	PK-6 Elementary School	
<b>Enrollment</b>	420 Students	
<b>Principal</b>	Moni Cheagle	803-635-4810
<b>Superintendent</b>	Dr. Patrice Robinson	803-635-4607
<b>Board Chair</b>	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
<b>2010</b>	<b>Average</b>	<b>Average</b>
2009	Average	Average
2008	At-Risk	Below Average
2007	At-Risk	Below Average
2006	At-Risk	At-Risk

### DEFINITIONS OF SCHOOL RATING TERMS

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

### SOUTH CAROLINA PERFORMANCE GOAL

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

### SOUTH CAROLINA PERFORMANCE VISION

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

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

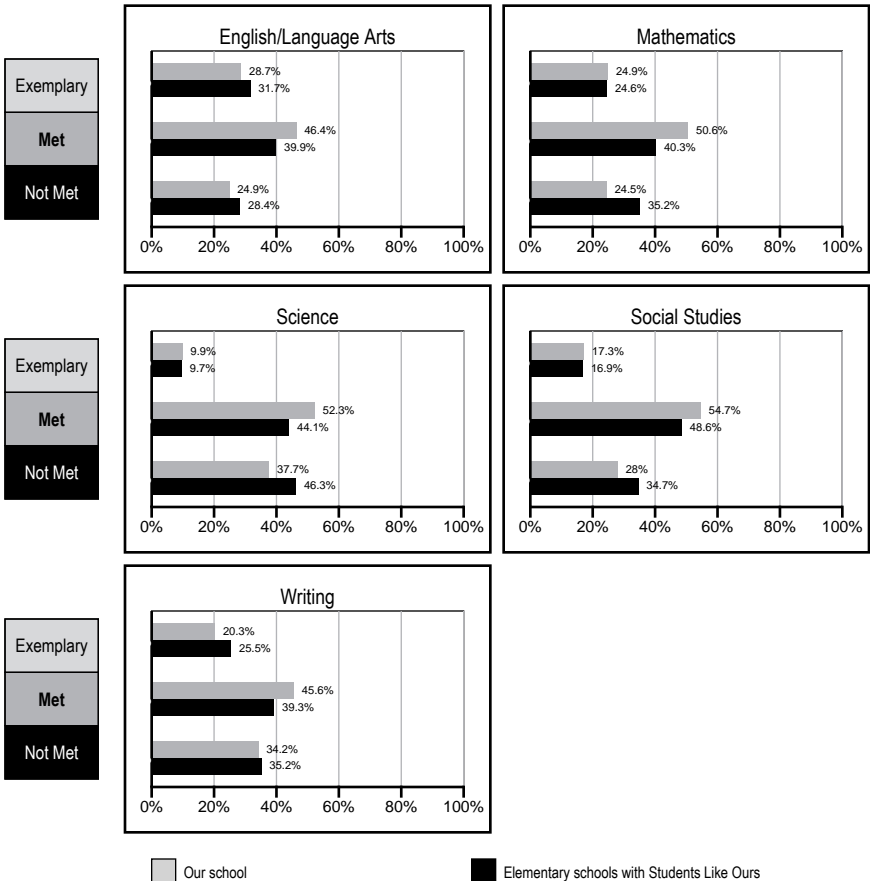
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 98.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
1	8	95	22	6

\* 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
<b>Students (n=420)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.0%	No Change	1.7%	1.2%
Attendance rate	96.4%	Down from 97.0%	95.7%	96.1%
Eligible for gifted and talented	24.1%	Up from 15.2%	7.3%	11.7%
With disabilities other than speech	2.9%	Down from 4.5%	8.9%	8.0%
Older than usual for grade	0.0%	No Change	0.7%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.5%	Up from 0.2%	0.0%	0.0%
<b>Teachers (n=31)</b>				
Teachers with advanced degrees	32.3%	Down from 35.9%	58.7%	60.5%
Continuing contract teachers	48.4%	Up from 33.3%	83.3%	84.6%
Teachers with emergency or provisional certificates	5.9%	Up from 5.6%	0.0%	0.0%
Teachers returning from previous year	55.5%	Down from 58.1%	85.2%	87.0%
Teacher attendance rate	93.8%	Down from 95.3%	95.1%	95.4%
Average teacher salary*	\$41,145	Up 1.3%	\$46,356	\$47,288
Professional development days/teacher	8.5 days	Up from 7.3 days	10.8 days	10.5 days
<b>School</b>				
Principal's years at school	1.5	Up from 0.5	4.0	4.0
Student-teacher ratio in core subjects	18.0 to 1	Up from 17.9 to 1	18.8 to 1	19.2 to 1
Prime instructional time	89.2%	Down from 91.0%	90.0%	90.8%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	97.1%	Down from 99.9%	100.0%	100.0%
Character development program	Below Average	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,647	Down 24.8%	\$7,811	\$7,548
Percent of expenditures for instruction**	71.8%	Up from 66.4%	68.2%	68.7%
Percent of expenditures for teacher salaries**	63.7%	Up from 62.3%	64.4%	65.1%

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

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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## Report of Principal and School Improvement Council

Fairfield Magnet School for Math and Science provided a challenging academic environment for students in kindergarten through sixth grades during the 2009-10 school year. Students received a comprehensive, rigorous curriculum based on the state standards and met Annual Yearly Progress (AYP) as required by No Child Left Behind legislation. In addition to PASS testing, a variety of assessments including End of Quarter tests, Measures of Academic Progress (MAP) tests, Domini, and common assessments were utilized to determine and monitor student progress. Students utilized "Study Island" to receive additional opportunities to master state standards. Students also received supplementary instruction in Science through participation in scientific experiments within the Science labs. The school takes great pride in having participated in an educational National Lab Day. Furthermore, we are also proud that we provided students in second through sixth grades exposure to algebraic concepts through our "Hands on Equations" program within the math laboratory.

The school sponsored several events in an effort to increase learning opportunities and community involvement. Family Math and Science Night, Family Literacy Night, the Science Fair, and the Career Fair are some events that enhanced learning and engaged students in fun, standards-based activities. Students also had the opportunity to write and publish books as a class in kindergarten through fourth and sixth grades and individually in fifth grade. Sixth grade students served as editors for our fifth grade authors. The school's Parent Teacher Organization (PTO) and Room Parents sponsored a fall festival and spring dances. Additionally, the room parents assisted teachers and administrators with tasks to continue to positively affect the school learning community and foster relationships to ensure student success. The School Improvement Council also worked actively to support student learning and school improvement.

In addition to providing a challenging curriculum, the school continues to offer a stellar Fine Arts program. Dance, Strings, Music, Spanish, Art, Chorus, Show Band, and Drumline provide an additional platform for students to showcase their talents. Teachers implemented instructional best practices based on Activities Integrating Math and Science (AIMS), Ruby Payne's Framework of Poverty, Open Court, and Robert Marzano's Classroom Instruction that Works and Classroom Management that Works. "Yardsticks of Success" behavioral management system, Green Day celebrations, & positive referrals remain instrumental in encouraging positive student behavior.

We will continue our quest in achieving our vision of "Improving Tomorrow by Learning Today" and our motto of "Doing Our Best Because We are the Best" in our journey to achieve excellence.

Mrs. Moni Cheagle, Principal  
Ms. Tracie Davis, SIC Chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	31	65	21
Percent satisfied with learning environment	61.3%	90.6%	95.0%
Percent satisfied with social and physical environment	61.3%	81.5%	90.0%
Percent satisfied with school-home relations	51.6%	82.8%	70.0%

\* 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** YES

This school met 17 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

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

**School Improvement Status**

**School Improvement Key**

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>DELAY</b>	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."
<b>HOLD</b>	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**

	<b>Our District</b>	<b>State</b>
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%

	<b>Our School</b>	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers	2.5%	0.0%	No
Student attendance rate	96.4%	94.0%*	Yes

\* 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	239	100	24.9	46.4	28.7	85.2	73.4	83.5	Yes	Yes
<b>Gender</b>										
Male	111	100	32.7	42.7	24.5	80	69.7	80.1	N/A	N/A
Female	128	100	18.1	49.6	32.3	89.8	77.4	87	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	43	100	19	47.6	33.3	90.5	81.1	89.6	Yes	Yes
African American	194	100	25.9	46.6	27.5	83.9	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	2	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
<b>Disability Status</b>										
Disabled	17	100	47.1	35.3	17.6	70.6	47.1	51.7	I/S	I/S
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	71.4	79	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	193	100	25.7	47.6	26.7	84.3	72.5	76.9	Yes	Yes

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

All Students	239	100	24.5	50.6	24.9	86.1	65.7	80.4	Yes	Yes
<b>Gender</b>										
Male	111	100	25.5	44.5	30	83.6	63.3	78.4	N/A	N/A
Female	128	100	23.6	55.9	20.5	88.2	68.2	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	43	100	14.3	50	35.7	90.5	74.3	87.8	Yes	Yes
African American	194	100	25.9	51.3	22.8	85.5	64.2	69.3	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	93.5	I/S	I/S
Hispanic	2	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
<b>Disability Status</b>										
Disabled	17	100	47.1	23.5	29.4	70.6	35.1	46.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	71.4	78.9	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	193	100	24.6	52.4	23	84.8	64.6	72.8	Yes	Yes

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>								
All Students	152	99.3	37.3	52.7	10	62.7	46.3	67.3
<b>Gender</b>								
Male	70	98.6	38.2	52.9	8.8	61.8	45.2	66.9
Female	82	100	36.6	52.4	11	63.4	47.5	67.7
<b>Racial/Ethnic Group</b>								
White	25	100	32	64	4	68	64	79.6
African American	127	99.2	38.4	50.4	11.2	61.6	43.4	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	84.4
Hispanic	0	N/A	N/A	N/A	N/A	N/A	54.5	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5
<b>Disability Status</b>								
Disabled	10	I/S	I/S	I/S	I/S	I/S	19.1	33.8
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
<b>English Proficiency</b>								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	54.5	58.6
<b>Socio-Economic Status</b>								
Subsidized meals	127	99.2	39.2	52	8.8	60.8	45	55.4
<b>Social Studies</b>								
All Students	152	99.3	27.5	55	17.4	72.5	52.2	70.9
<b>Gender</b>								
Male	67	98.5	35.4	44.6	20	64.6	49.4	70.1
Female	85	100	21.4	63.1	15.5	78.6	54.9	71.7
<b>Racial/Ethnic Group</b>								
White	29	100	28.6	50	21.4	71.4	62.5	79.2
African American	121	99.2	27.7	55.5	16.8	72.3	50.5	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	86.8
Hispanic	2	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
<b>Disability Status</b>								
Disabled	13	100	46.2	38.5	15.4	53.8	28.5	39.3
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
<b>English Proficiency</b>								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	58.8	68
<b>Socio-Economic Status</b>								
Subsidized meals	121	99.2	27.1	59.3	13.6	72.9	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
<b>Writing</b>										
All Students	238	98.7	33.3	46.2	20.5	66.7	54.4	72.1	96.4	95.1
<b>Gender</b>										
Male	111	98.2	42.6	42.6	14.8	57.4	47	65.2	96	94.8
Female	127	99.2	25.4	49.2	25.4	74.6	62.2	79.2	96.8	95.4
<b>Racial/Ethnic Group</b>										
White	42	100	28.6	45.2	26.2	71.4	55.6	80.8	95.5	94
African American	194	98.5	34.2	46.8	18.9	65.8	54.3	59.7	96.7	95.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	87	N/A	99.9
Hispanic	2	I/S	I/S	I/S	I/S	I/S	50	64.6	93.3	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
<b>Disability Status</b>										
Disabled	17	100	64.7	29.4	5.9	35.3	15	27.7	95.3	93.9
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	47.6	63.7	94	95.2
<b>Socio-Economic Status</b>										
Subsidized meals	192	99	33.9	49.2	16.9	66.1	53.4	61.9	96.2	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
<b>English/Language Arts</b>							
<b>2009</b>	3	72	100	30.6	40.3	29.2	69.4
	4	68	100	30.9	42.6	26.5	69.1
	5	73	100	25.4	60.6	14.1	74.6
	6	74	98.7	27.4	49.3	23.3	72.6
	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
<b>2010</b>	3	48	100	20.8	37.5	41.7	79.2
	4	65	100	29.7	40.6	29.7	70.3
	5	57	100	17.5	57.9	24.6	82.5
	6	69	100	29.4	48.5	22.1	70.6
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>							
<b>2009</b>	3	72	100	48.6	44.4	6.9	51.4
	4	68	100	33.8	44.1	22.1	66.2
	5	73	100	33.8	57.7	8.5	66.2
	6	74	98.7	23.3	56.2	20.5	76.7
	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
<b>2010</b>	3	48	100	31.3	37.5	31.3	68.8
	4	65	100	20.3	50	29.7	79.7
	5	57	100	26.3	56.1	17.5	73.7
	6	69	100	22.1	55.9	22.1	77.9
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>Science</b>							
<b>2009</b>	3	36	100	50	44.4	5.6	50
	4	68	100	36.8	54.4	8.8	63.2
	5	36	100	34.3	60	5.7	65.7
	6	37	100	N/AV	N/AV	N/AV	67.6
	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
<b>2010</b>	3	24	100	62.5	33.3	4.2	37.5
	4	65	100	29.7	62.5	7.8	70.3
	5	28	96.4	18.5	55.6	25.9	81.5
	6	35	100	48.6	45.7	5.7	51.4
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

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
<b>Social Studies</b>							
<b>2009</b>	3	36	100	27.8	50	22.2	72.2
	4	68	100	29.4	64.7	5.9	70.6
	5	37	100	27.8	69.4	2.8	72.2
	6	36	100	13.9	66.7	19.4	86.1
	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
<b>2010</b>	3	24	100	37.5	41.7	20.8	62.5
	4	65	100	31.3	59.4	9.4	68.8
	5	29	96.6	28.6	53.6	17.9	71.4
	6	34	100	12.1	57.6	30.3	87.9
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>Writing</b>							
<b>2009</b>	3	75	100	32	44	24	68
	4	68	98.5	43.3	35.8	20.9	56.7
	5	76	100	36.5	43.2	20.3	63.5
	6	75	100	29.3	48	22.7	70.7
	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
<b>2010</b>	3	48	100	35.4	39.6	25	64.6
	4	65	98.5	34.9	52.4	12.7	65.1
	5	57	100	29.8	49.1	21.1	70.2
	6	68	97.1	33.3	42.4	24.2	66.7
	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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