



FAIRFIELD CENTRAL HIGH

836 U.S. Hwy.321 Bypass
Winnsboro, South Carolina

Grades	9-12 High School	
Enrollment	914 Students	
Principal	Vacant	803-635-1441
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	Average	At-Risk
2009	Below Average	At-Risk
2008	Average	Excellent
2007	Below Average	Excellent
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.

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	5	17	5	11

* Ratings are calculated with data available by 03/24/2011.

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

	Our High School			High Schools with Students Like Ours		
Percent	2008	2009	2010	2008	2009	2010
Passed 2 subtests (%)	74.9%	66.5%	71.9%	69.3%	62.2%	64.9%
Passed 1 subtest (%)	12.3%	16.1%	13.6%	16.5%	18.4%	18.1%
Passed no subtests (%)	12.8%	17.4%	14.5%	14.2%	19.4%	17.5%

HSAP Passage Rate by Spring 2010

	Our High School	High Schools with Students Like Ours
Percent	87.9%	85.4%

Four-Year Cohort Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2009*	2010	2009*	2010
Number of Students in Four-Year Cohort	281	268	133	152
Number of Graduates in Cohort	205	166	93	106
Rate	73.0%	61.9%	68.2%	71.5%

*Used to calculate current AYP.

End of Course Tests

Percent of tests with scores of 70 or above on:	Our High School	High Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	66.5%	62.4%
English 1	53.1%	53.7%
Physical Science	32.1%	38.4%
US History and the Constitution	14.8%	26.1%
All Tests	40.9%	44.3%

* High Schools with Poverty Indices of no more than 5% above or below the index for this school.

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	High Schools with Students Like Ours	Median High School
Students (n=914)				
Retention rate	2.8%	Up from 2.6%	5.2%	3.7%
Attendance rate	93.5%	No Change	94.6%	95.4%
Eligible for gifted and talented	0.0%	No Change	4.6%	12.4%
With disabilities other than speech	16.5%	Down from 18.2%	13.3%	12.8%
Older than usual for grade	6.5%	Down from 6.7%	13.3%	9.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	2.5%	Down from 2.6%	1.2%	1.1%
Enrolled in AP/IB programs	12.9%	Down from 16.6%	8.0%	13.1%
Successful on AP/IB exams	N/A	N/A	24.3%	50.4%
Eligible for LIFE Scholarship	30.1%	Up from 28.6%	26.9%	30.4%
Annual dropout rate	1.4%	Down from 3.1%	2.4%	3.1%
Career/technology students in co-curricular organizations	0.0%	No Change	4.7%	2.2%
Enrollment in career/technology courses	302	Down from 402	261	424
Students participating in work-based experiences	10.0%	Up from 4.6%	8.0%	11.7%
Career/technology students attaining technical skills	75.0%	Down from 79.0%	73.9%	78.7%
Career/technology completers placed	N/A	N/A	96.8%	98.5%
Teachers (n=68)				
Teachers with advanced degrees	60.3%	Up from 57.1%	56.3%	60.4%
Continuing contract teachers	57.4%	Down from 58.6%	65.1%	76.6%
Teachers with emergency or provisional certificates	27.4%	Up from 23.0%	14.3%	6.5%
Teachers returning from previous year	79.0%	Up from 76.4%	81.1%	86.8%
Teacher attendance rate	96.5%	Down from 99.4%	95.6%	95.8%
Average teacher salary*	\$45,976	Down 0.5%	\$45,850	\$47,390
Professional development days/teacher	11.1 days	Up from 10.6 days	10.6 days	10.0 days
School				
Principal's years at school	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio in core subjects	25.1 to 1	Down from 27.3 to 1	22.7 to 1	25.8 to 1
Prime instructional time	89.4%	Down from 91.8%	88.3%	90.1%
Dollars spent per pupil**	\$8,470	Up 4.9%	\$9,658	\$7,974
Percent of expenditures for teacher salaries**	53.8%	Up from 53.5%	52.8%	55.4%
Percent of expenditures for instruction**	58.9%	Down from 61.1%	59.0%	60.4%
Opportunities in the arts	Excellent	No Change	Good	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	96.0%	Up from 80.8%	98.0%	96.0%
Character development program	Excellent	No Change	Good	Good
Modern language program assessment	N/A	N/A	Good	Average
Classical language program assessment	N/A	N/A	N/A	Average

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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

Performance By Student Groups

	HSAP Passage Rate by Spring 2010		End of Course Tests Passage Rate		On-time Graduation Rate, 2010		
	n	%	t	%	n	%	Met AYP Objective
All Students	198	87.9%	824	40.9%	268	61.9%	No
Gender							
Male	94	84.0%	393	37.2%	130	54.6%	N/A
Female	104	91.3%	431	44.3%	138	68.8%	N/A
Racial/Ethnic Group							
White	12	91.7%	82	53.7%	30	46.7%	N/A
African American	183	87.4%	728	38.9%	232	65.1%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	12	75.0%	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	15	33.3%	119	20.2%	20	10.0%	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	14	71.4%	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	155	87.1%	665	40.3%	202	64.4%	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

Abbreviations for Missing Data

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

Report of Principal and School Improvement Council

Fairfield Central High School serves all areas of Fairfield County as a 9 – 12 grade high school. The school is comprised of approximately 962 students. We have a student body that is diverse in culture, with 93 percent of the student body being African-American, 4 percent white, and 3 percent of Hispanic heritage. The faculty is made up of dedicated educators who strive to provide all students with the opportunity to learn each day without regard to prior academic achievement. We are committed to the belief that every child can learn.

Proper preparation for higher education and careers is a goal of the school. The school encourages all students to prepare for post secondary education. We also help prepare students for vocational careers by providing instruction by partnership with the Fairfield County Career and Technology Center. We have experienced a significant increase in the High School Assessment Program (HSAP) scores in both language arts/reading and mathematics. We also were named a Bronze Award Winner for "Best High Schools across America" in US News and Government Report.

Fairfield Central High School is a Learning Focused Project School, whereby instruction each day incorporates "best practices" research. All teachers are trained to use the Learning Focused strategies as they teach. All students participate in the Academic Enrichment block each day designed to address individual weaknesses our students may have that hinder their academic potential. Our students also use the Reading Counts Program extensively at our school to improve overall literacy proficiency among our students. We hope to increase our reading and math skills and test performance through these innovative programs. We plan to use additional funds in the upcoming years to make our school completely standards-based through extensive faculty staff development and training in content areas, as well as teaching strategies.

In addition to academic performance, students at Fairfield Central High School excel in extracurricular areas as well. Our varsity football, track, and boys/girls basketball teams competed in the state playoffs. Our award-winning Griffin Band was chosen the top performing group at the 2007 state sponsored Carolina Carillon parade

Jennifer Johnson, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	36	83	31
Percent satisfied with learning environment	66.7%	55.4%	56.7%
Percent satisfied with social and physical environment	77.8%	67.1%	53.3%
Percent satisfied with school-home relations	38.9%	67.1%	66.7%

* Only eleventh grade students and their parents were included. For schools without grade eleven, only the highest grade was included.

Abbreviations for Missing Data

School Adequate Yearly Progress	NO
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This school met 10 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	N/A
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School Improvement Key

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

Teacher Quality Data

	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	13.8%	0.0%	No

HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	238	98.7	16.4	42.5	23.9	17.3	53.5	52.4	65.9	No	Yes
Male	120	99.2	21.6	41.4	21.6	15.3	47.7	46.1	60.8	N/A	N/A
Female	118	98.3	11.3	43.5	26.1	19.1	59.1	58.6	71	N/A	N/A
White	16	93.8	6.7	33.3	33.3	26.7	66.7	66.7	77.5	I/S	I/S
African American	216	99.1	17.6	42.9	23.4	16.1	51.7	50.5	49.7	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	80.2	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	56.8	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	65.9	I/S	I/S
Disabled	53	96.2	50	39.1	8.7	2.2	17.4	16.3	21.3	No	Yes
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	I/S	N/A	N/A
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47.3	I/S	I/S
Subsidized meals	193	99	17.5	43.2	25.1	14.2	51.4	50	51.5	No	Yes

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	238	98.3	24	37.8	25.3	12.9	49.8	49.1	62.3	No	Yes
Male	120	98.3	25.5	40	20.9	13.6	48.2	47.4	61.7	N/A	N/A
Female	118	98.3	22.6	35.7	29.6	12.2	51.3	50.9	63	N/A	N/A
White	16	93.8	6.7	33.3	26.7	33.3	66.7	66.7	75	I/S	I/S
African American	216	98.6	26	38.2	24	11.8	47.5	46.9	44	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	85.5	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	56.7	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	62.5	I/S	I/S
Disabled	53	96.2	65.2	28.3	6.5	0	15.2	16.3	22.1	No	Yes
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	I/S	N/A	N/A
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	52.6	I/S	I/S
Subsidized meals	193	98.4	25.3	37.4	25.3	12.1	48.9	48.1	48.1	No	Yes

Physical Science (End-of-Course Test performance by Group)

All Students	238	92.9	81.9	13.1	3.6	1.4	5.0	N/A	N/A	N/A	N/A
Male	120	90.8	80.7	11.0	6.4	1.8	8.3	N/A	N/A	N/A	N/A
Female	118	94.9	83.0	15.2	0.9	0.9	1.8	N/A	N/A	N/A	N/A
White	16	87.5	71.4	21.4	0.0	7.1	7.1	N/A	N/A	N/A	N/A
African American	216	93.1	82.6	12.4	4.0	1.0	5.0	N/A	N/A	N/A	N/A
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	53	75.5	95.0	5.0	0.0	0.0	0.0	N/A	N/A	N/A	N/A
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsidized meals	193	91.7	83.6	11.3	4.5	0.6	5.1	N/A	N/A	N/A	N/A

* Adjusted to account for natural variation in performance.

Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*
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English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	2009	244	98	21.6	44.2	22.9	11.3	49.4	48.9	61.8
	2010	238	98.7	16.4	42.5	23.9	17.3	53.5	52.4	65.9

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	2009	244	98.4	25.9	38.4	29.3	6.5	49.1	48.7	62.7
	2010	238	98.3	24	37.8	25.3	12.9	49.8	49.1	62.3

* Adjusted to account for natural variation in performance.