



FAIRFIELD MIDDLE

728 U.S. Highway 321 By
Winnsboro, South Carolina

Grades	7-8 Middle School	
Enrollment	437 Students	
Principal	Leevette E. Malloy	803-635-4270
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	Below Average	Below Average
2009	Below Average	Average
2008	At-Risk	Below Average
2007	At-Risk	At-Risk
2006	At-Risk	Below Average

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

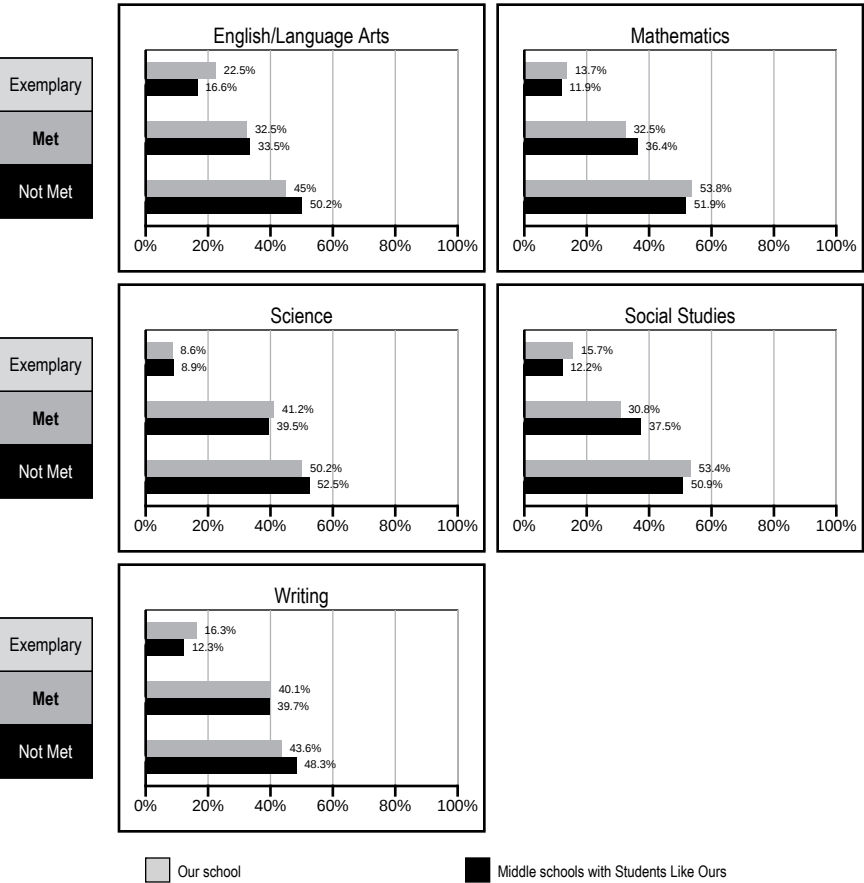
98%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	11	32	23

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

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle 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

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	88.9%	88.3%
English 1	96.3%	86.9%
Physical Science	N/A	42.1%
US History and the Constitution	N/A	N/A
All Subjects	92.6%	86.9%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=437)				
Students enrolled in high school credit courses (grades 7 & 8)	5.9%	Down from 6.6%	13.5%	24.2%
Retention rate	3.3%	Down from 6.4%	1.0%	0.7%
Attendance rate	94.8%	Up from 94.0%	95.4%	95.9%
Eligible for gifted and talented	0.0%	Down from 12.0%	5.7%	16.4%
With disabilities other than speech	14.9%	Down from 15.5%	14.7%	12.0%
Older than usual for grade	5.7%	Up from 3.9%	4.8%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.5%	Down from 1.1%	0.3%	0.5%
Annual dropout rate	0.2%	Up from 0.0%	0.0%	0.0%
Teachers (n=36)				
Teachers with advanced degrees	58.3%	Down from 64.3%	58.3%	58.5%
Continuing contract teachers	58.3%	Up from 52.4%	68.0%	80.0%
Teachers with emergency or provisional certificates	25.0%	Down from 28.9%	11.3%	4.0%
Teachers returning from previous year	68.3%	Up from 66.5%	78.0%	84.6%
Teacher attendance rate	93.8%	Down from 96.6%	95.6%	95.4%
Average teacher salary*	\$46,176	Down 3.8%	\$44,716	\$46,561
Professional development days/teacher	12.7 days	Up from 10.2 days	10.5 days	10.2 days
School				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio in core subjects	16.7 to 1	Down from 17.5 to 1	17.7 to 1	21.1 to 1
Prime instructional time	87.7%	Down from 89.7%	90.0%	90.4%
Opportunities in the arts	Excellent	Up from Fair	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 98.3%	94.6%	98.1%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil**	\$10,264	Up 7.4%	\$10,083	\$7,802
Percent of expenditures for instruction**	60.2%	Down from 63.4%	60.4%	63.8%
Percent of expenditures for teacher salaries**	55.8%	Up from 52.2%	55.9%	60.0%

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

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

During the 2009-2010 school year, Fairfield Middle School implemented the use of Explicit Direct Instruction (EDI) as the developmental curriculum approach in all classrooms. By utilizing this approach, the English Language Arts, mathematics, and science departments reached the goal of students gaining four or more points on the MAP test from the fall to the spring testing administrations; met satisfactory implementation for the 2009-2010 school year; and was automatically released from the Palmetto Priority Schools (PPS) initiative based on the 2009 report card. Fairfield Middle School chose to continue to be a part of the Palmetto Priority Schools initiative during the 2010-2011 school year for monitoring status only. In addition, curriculum calibration was conducted.

In order to fulfill our vision of "Whatever It Takes – Every Student Counts," Fairfield Middle School provided students with a variety of academic programs and extracurricular activities. Our strong faculty and staff are the foundation of our instructional programs. We have 4 National Board certified teachers. The 2009-2010 school year marked the second year of implementation of the 6.5 Transition Program at Fairfield Middle School. One hundred-fifty students participated in the Plex Indoor Field Study for our Top Reader Celebration. Students also earned FMS outstanding departmental, turn around/most improved, good citizenship, honor rolls, MAP gains, End of Quarter Exams, 25 to RISE, and character education awards.

As part of the Making Middle Grades Work Initiative, Fairfield Middle School continued implementing a comprehensive system of extra help for students. All teachers provided tutorials. A school-wide embedded daily intervention and extended day (after-school) programs were implemented for students who needed academic assistance in English Language Arts and mathematics. Students also utilized Orchard Targeted Educational Software and My Reading Coach Software. Students were required to read twenty-five books for the school year.

Students had the opportunity to participate in a variety of co/extracurricular activities. Students participated in multiple field studies for their academic achievements, including but not limited to: Education Day at Carowinds; Fairfield County Read-In; South Carolina State Read-In; SCMEA Concert Festival; Drayton Hall Plantation; Washington, DC, and Williamsburg, VA; college tours to Winthrop University and South Carolina State University; Harvest Hope Food Bank; and Halton Theatre. Two homerooms tied for bringing in the most food for our Spring Food Drive.

We recognize that all of our stakeholders are key components to the success of Fairfield Middle School. Parents and community members participated in School Improvement Council (SIC), Parent Teacher Student Association (PTSA), chaperoning field studies, and various other volunteer initiatives. The Guidance Department, Curriculum Leadership Team, student organizations, faculty committees, and administrators coordinated several programs that increased parental involvement.

Leevette E. Malloy, Principal
Albertha Woodard, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	40	206	82
Percent satisfied with learning environment	50.0%	65.2%	63.2%
Percent satisfied with social and physical environment	65.0%	73.8%	61.5%
Percent satisfied with school-home relations	37.5%	82.7%	70.7%

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

School Adequate Yearly Progress

NO

This school met 18 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

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	4.7%	0.0%	No
Student attendance rate	94.8%	94.0%*	Yes

* Or greater than last year

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	426	99.8	47.4	31.5	21.1	67.2	73.4	83.5	Yes	Yes
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Gender

Male	217	99.5	49.5	33.8	16.7	63.7	69.7	80.1	N/A	N/A
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Female	209	100	45.2	29.1	25.6	70.9	77.4	87	N/A	N/A
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Racial/Ethnic Group

White	52	100	39.1	26.1	34.8	73.9	81.1	89.6	Yes	Yes
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African American	362	99.7	49.1	31.5	19.4	66.2	72.2	74.6	Yes	Yes
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Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	92.7	I/S	I/S
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Hispanic	11	100	27.3	54.5	18.2	72.7	72.7	79.6	I/S	I/S
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American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	85.1	I/S	I/S
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Disability Status

Disabled	69	100	81.3	15.6	3.1	26.6	47.1	51.7	No	Yes
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Migrant Status

Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
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English Proficiency

Limited English Proficient	11	100	27.3	54.5	18.2	72.7	71.4	79	I/S	I/S
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Socio-Economic Status

Subsidized meals	387	99.7	48.2	31.3	20.5	66.3	72.5	76.9	Yes	Yes
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Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	426	99.8	56.6	32	11.4	59.3	65.7	80.4	Yes	Yes
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Gender

Male	217	99.5	59.3	29.9	10.8	56.4	63.3	78.4	N/A	N/A
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Female	209	100	53.8	34.2	12.1	62.3	68.2	82.5	N/A	N/A
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Racial/Ethnic Group

White	52	100	47.8	28.3	23.9	78.3	74.3	87.8	Yes	Yes
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African American	362	99.7	58.1	32.1	9.8	56.6	64.2	69.3	No	Yes
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Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	93.5	I/S	I/S
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Hispanic	11	100	45.5	45.5	9.1	63.6	72.7	78.3	I/S	I/S
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American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	83.2	I/S	I/S
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Disability Status

Disabled	69	100	N/A	N/A	N/A	20.3	35.1	46.1	No	Yes
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Migrant Status

Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
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English Proficiency

Limited English Proficient	11	100	45.5	45.5	9.1	63.6	71.4	78.9	I/S	I/S
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Socio-Economic Status

Subsidized meals	387	99.7	57.4	32.3	10.2	58.5	64.6	72.8	Yes	Yes
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* 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
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Science

All Students	318	95.9	47.9	43.1	9	52.1	46.3	67.3
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Gender

Male	167	95.8	47.7	43	9.3	52.3	45.2	66.9
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Female	151	96	48.2	43.1	8.8	51.8	47.5	67.7
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Racial/Ethnic Group

White	42	90.5	23.5	55.9	20.6	76.5	64	79.6
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African American	268	97	52	41.1	6.9	48	43.4	49.7
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Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	84.4
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Hispanic	7	I/S	I/S	I/S	I/S	I/S	54.5	59.4
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American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5
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Disability Status

Disabled	49	98	N/A	N/A	N/A	25	19.1	33.8
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Migrant Status

Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
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English Proficiency

Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	54.5	58.6
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Socio-Economic Status

Subsidized meals	289	95.9	48.5	43.6	7.9	51.5	45	55.4
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Social Studies

All Students	319	98.4	52.7	31.3	16	47.3	52.2	70.9
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Gender

Male	161	99.4	51.7	29.8	18.5	48.3	49.4	70.1
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Female	158	97.5	53.7	32.9	13.4	46.3	54.9	71.7
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Racial/Ethnic Group

White	36	100	27.3	39.4	33.3	72.7	62.5	79.2
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African American	274	98.2	56.6	29.8	13.6	43.4	50.5	58.4
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Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	86.8
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Hispanic	9	I/S	I/S	I/S	I/S	I/S	61.1	68
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American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	71.2
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Disability Status

Disabled	53	100	N/A	N/A	N/A	18.4	28.5	39.3
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Migrant Status

Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
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English Proficiency

Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	58.8	68
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Socio-Economic Status

Subsidized meals	296	98.3	53.6	31.1	15.4	46.4	51.7	60.8
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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	School Attendance Rate	District Attendance Rate
Writing										
All Students	423	99.8	43.5	40.2	16.3	56.5	54.4	72.1	94.8	95.1
Gender										
Male	217	99.5	50.7	38.5	10.7	49.3	47	65.2	94.2	94.8
Female	206	100	36	42	22	64	62.2	79.2	95.3	95.4
Racial/Ethnic Group										
White	51	100	37	34.8	28.3	63	55.6	80.8	94.3	94
African American	360	99.7	44.3	40.8	14.9	55.7	54.3	59.7	94.8	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	11	100	45.5	45.5	9.1	54.5	50	64.6	95.5	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	69	98.6	N/AV	N/AV	N/AV	7.8	15	27.7	93.7	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	11	100	45.5	45.5	9.1	54.5	47.6	63.7	95.5	95.2
Socio-Economic Status										
Subsidized meals	387	99.7	44.6	39.5	15.9	55.4	53.4	61.9	94.7	95

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 Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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English/Language Arts

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	241	100	44.9	37.9	17.2	55.1
	8	211	100	40.5	45.5	14	59.5
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	212	100	42.1	30.2	27.7	57.9
	8	214	99.5	52.7	32.8	14.4	47.3

Mathematics

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	241	100	52.4	35.7	11.9	47.6
	8	211	100	44.5	41	14.5	55.5
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	212	100	51	33.7	15.3	49
	8	214	99.5	62.2	30.3	7.5	37.8

Science

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	241	99.6	53.2	34.2	12.6	46.8
	8	104	99	42.9	51	6.1	57.1
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	212	100	43.1	46.5	10.4	56.9
	8	106	87.7	59.3	34.9	5.8	40.7

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 Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	241	99.6	61	24.2	14.7	39
	8	107	99.1	44.6	46.5	8.9	55.4
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	212	100	50.5	31.2	18.3	49.5
	8	107	95.3	57.1	31.6	11.2	42.9
Writing							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	240	99.6	39	42.1	18.9	61
	8	210	100	40.6	40.1	19.3	59.4
2010	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	210	100	40.6	37.6	21.8	59.4
	8	213	99.5	46.3	42.9	10.8	53.7

Abbreviations for Missing Data

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