



## FAIRFIELD MIDDLE

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

<b>Grades</b>	7-8 Middle School	
<b>Enrollment</b>	413 Students	
<b>Principal</b>	Leevette E. Malloy	803-635-4270
<b>Superintendent</b>	Dr. Patrice Robinson	803-635-4607
<b>Board Chair</b>	Mr. Ronald Smith	803-718-8076

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Average</b>	<b>Average</b>
2010	Below Average	Below Average
2009	Below Average	Average
2008	At-Risk	Below Average
2007	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 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.

<http://ed.sc.gov>  
<http://eoc.sc.gov>

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

Percent of students tested in 2010-11 whose 2009-10 test scores were located

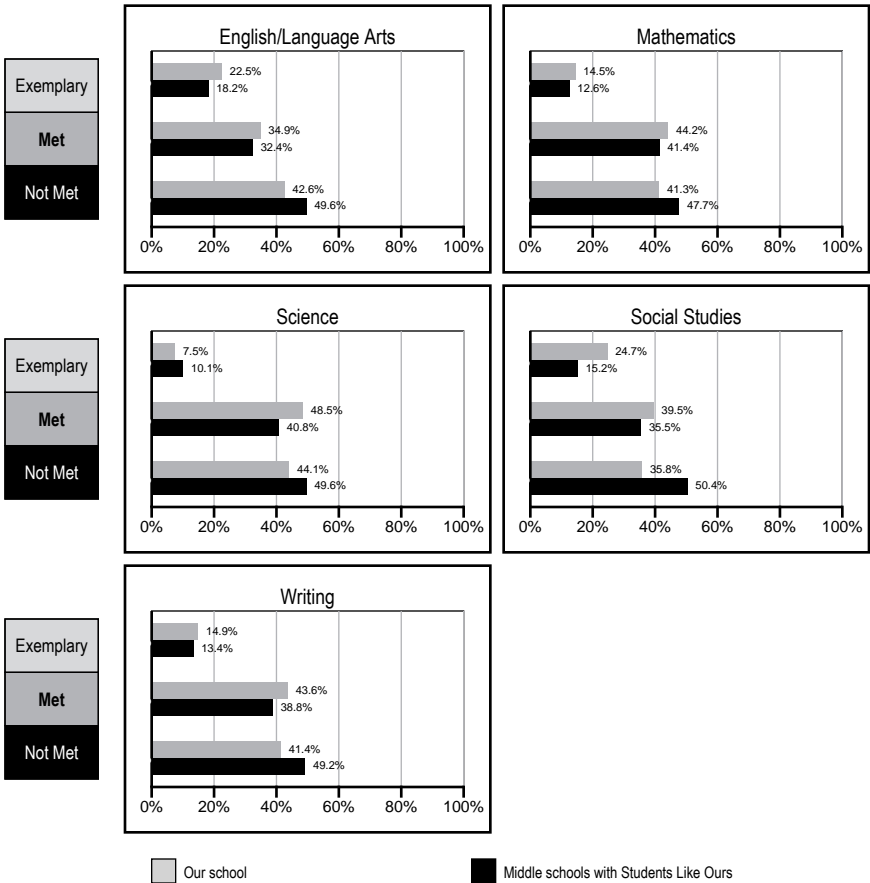
98.7%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	0	20	31	21

\* Ratings are calculated with data available by 11/09/2011.

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	100.0%	90.0%
English 1	97.1%	87.8%
Biology 1/Applied Biology 2	N/A	36.8%
Physical Science	N/A	13.4%
US History and the Constitution	N/A	N/A
All Subjects	98.5%	89.1%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=413)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	8.2%	Up from 5.9%	13.9%	24.5%
Retention rate	2.5%	Down from 3.3%	1.0%	0.7%
Attendance rate	97.5%	Up from 94.8%	95.5%	95.9%
Served by gifted and talented program	1.7%	Up from 0.0%	7.2%	17.8%
With disabilities other than speech	9.3%	Down from 14.9%	10.9%	9.2%
Older than usual for grade	2.0%	Down from 5.7%	2.9%	1.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.5%	Up from 0.5%	0.3%	0.4%
Annual dropout rate	0.0%	Down from 0.2%	0.0%	0.0%
<b>Teachers (n=36)</b>				
Teachers with advanced degrees	58.3%	No Change	60.0%	60.0%
Continuing contract teachers	63.9%	Up from 58.3%	69.0%	82.6%
Teachers returning from previous year	64.6%	Down from 68.3%	79.7%	85.6%
Teacher attendance rate	95.4%	Up from 93.8%	95.3%	95.3%
Average teacher salary*	\$44,578	Down 3.5%	\$44,142	\$46,300
Professional development days/teacher	11.8 days	Down from 12.7 days	10.6 days	9.9 days
<b>School</b>				
Principal's years at school	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio in core subjects	16.2 to 1	Down from 16.7 to 1	19.0 to 1	21.5 to 1
Prime instructional time	90.6%	Up from 87.7%	89.6%	90.1%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	97.8%	98.1%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil**	\$9,977	Down 2.8%	\$9,848	\$7,634
Percent of expenditures for instruction**	62.0%	Up from 60.2%	60.9%	64.0%
Percent of expenditures for teacher salaries**	59.0%	Up from 55.8%	56.3%	61.2%

\* 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

### Report of Principal and School Improvement Council

During the 2010-2011 school year, Fairfield Middle School continued the implementation and the utilization of Explicit Direct Instruction (EDI) as the developmental curriculum approach. This approach allowed the English Language Arts, mathematics, and science departments to reach the goal of students gaining four or more points on the MAP test from the fall to the spring testing administrations; to meet satisfactory implementation for the 2010-2011 school year; and to be automatically released from the Palmetto Priority Schools initiative based on the 2010 report card. Fairfield Middle School implemented Response to Intervention in order to contribute to a more meaningful identification of learning and behavioral problems and to provide all students with the best opportunities to succeed in school.

In order to fulfill our vision, "Whatever It Takes – Every Student Counts," Fairfield Middle School provided students with a variety of academic programs and extracurricular activities, including but not limited to: a strong faculty and staff; 4 National Board certified teachers; a 6.5 Transition Program; the Plex Indoor Field Study for our Top Reader Celebration; students earning FMS outstanding departmental, turn around/most improved, good citizenship, honor rolls, MAP gains, End of Quarter Assessments, 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. School-wide embedded daily intervention and extended day (after-school) programs were implemented for students who needed academic assistance in all core-content areas and literacy. Students also utilized Orchard Targeted Educational and My Reading Coach Software. Students were required to read twenty-five books. Finally, all teachers provided tutorials on a regular basis to enhance the middle school experience.

Students had the opportunity to participate in a variety of co/extra-curricular 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; college tours to Winthrop University and South Carolina State University; Harvest Hope Food Bank; and the Columbia Museum of Art.

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), chaperoned field studies, and various other volunteer initiatives. The Guidance Department, Curriculum Leadership Team, student organizations, faculty committees, and administrators coordinated several programs including parent coffees which increased parental involvement. During the 2011-2012 school year, Fairfield Middle Schools plans to incorporate additional student technology learning opportunities and plan/visit schools that are authorized as IB Middle Years Programme schools.

Leevette E. Malloy, Principal  
Cecelia Hollins, School Improvement Council Chairperson

### Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	40	184	86
Percent satisfied with learning environment	67.5%	63.2%	61.6%
Percent satisfied with social and physical environment	75.7%	71.6%	48.8%
Percent satisfied with school-home relations	41.0%	77.5%	65.9%

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

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No Child Left Behind

School Adequate Yearly Progress

YES

This school met 21 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

<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

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	5.3%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	97.5%	94.0%**	Yes

\* Or greater than last year

Abbreviations for Missing Data

**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 = 79.4% (Met or Exemplary)**

All Students	410	99.8	42.4	34.7	22.9	71.7	75.4	82.4	Yes	Yes
<b>Gender</b>										
Male	205	100	50.3	30.3	19.5	63.1	70.1	78.7	N/A	N/A
Female	205	99.5	34.5	39.2	26.3	80.4	81.1	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	57	100	31.3	33.3	35.4	77.1	81.1	88.9	Yes	Yes
African American	345	99.7	44.4	34.5	21	70.6	74.4	72.9	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	93	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	82.6	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	83	I/S	I/S
<b>Disability Status</b>										
Disabled	53	100	84	10	6	38	47.9	48.1	Yes	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	80	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	368	100	43.4	35	21.6	70.9	74.2	75.4	Yes	Yes

**Mathematics - State Performance Objective = 79.0% (Met or Exemplary)**

All Students	410	99.8	41.4	44	14.7	73.8	74.2	81.9	Yes	Yes
<b>Gender</b>										
Male	205	100	41	42.6	16.4	74.4	72.5	79.9	N/A	N/A
Female	205	99.5	41.8	45.4	12.9	73.2	76	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	57	100	31.3	37.5	31.3	91.7	81.7	88.9	Yes	Yes
African American	345	99.7	43.5	44.1	12.3	70.6	72.6	71.4	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	94.6	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	95.7	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	53	100	76	20	4	42	47.4	47.3	Yes	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	100	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	368	100	43.1	44.3	12.6	72.5	73.5	74.9	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	312	99	43.9	48.6	7.5	56.1	52.5	68.6
<b>Gender</b>								
Male	155	98.1	43.1	46.5	10.4	56.9	51	68.3
Female	157	100	44.7	50.7	4.7	55.3	54	68.9
<b>Racial/Ethnic Group</b>								
White	44	97.7	33.3	55.6	11.1	66.7	70.3	80.7
African American	262	99.2	46.4	46.8	6.7	53.6	49.2	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	85.3
Hispanic	6	I/S	I/S	I/S	I/S	I/S	73.3	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	70.8
<b>Disability Status</b>								
Disabled	35	97.1	N/AV	N/AV	N/AV	22.6	29.4	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
<b>English Proficiency</b>								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	69.2	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	278	98.9	46.1	47.6	6.4	53.9	50.7	57.3
<b>Social Studies</b>								
All Students	317	100	35.5	39.2	25.2	64.5	61.5	72.5
<b>Gender</b>								
Male	158	100	33.1	39.1	27.8	66.9	60.1	72
Female	159	100	38	39.3	22.7	62	63.1	73.1
<b>Racial/Ethnic Group</b>								
White	42	100	22.9	45.7	31.4	77.1	71.7	81
African American	270	100	37.5	37.5	24.9	62.5	59.8	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	89
Hispanic	5	I/S	I/S	I/S	I/S	I/S	73.3	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	73.5
<b>Disability Status</b>								
Disabled	41	100	71.1	18.4	10.5	28.9	39.9	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
<b>English Proficiency</b>								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	81.8	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	285	100	36.8	39.4	23.8	63.2	59.9	62.9

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
<b>Writing</b>										
All Students	190	99.5	41.4	43.6	14.9	58.6	63.7	73.2	97.5	96.7
<b>Gender</b>										
Male	97	99	49.5	38.7	11.8	50.5	56.9	67.2	97.3	96.5
Female	93	100	33	48.9	18.2	67	70.7	79.4	97.7	96.9
<b>Racial/Ethnic Group</b>										
White	28	100	48	28	24	52	58.2	81.5	95.4	94.8
African American	157	99.4	40.4	46.4	13.2	59.6	64.5	61.3	97.8	97
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	N/A	99.3
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	66.7	97	96.4
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	72.2	N/A	97
<b>Disability Status</b>										
Disabled	31	96.8	N/AV	N/AV	N/AV	16.7	23.4	26	96.2	95.1
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	65.7	96.8	96.3
<b>Socio-Economic Status</b>										
Subsidized meals	173	99.4	43.5	41.7	14.9	56.5	61.8	63.2	97.5	96.8

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>2010</b>	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
<b>2011</b>	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	220	100	39.9	39.4	20.7	60.1
	8	190	99.5	45.3	29.3	25.4	54.7
<b>Mathematics</b>							
<b>2010</b>	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
<b>2011</b>	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	220	100	45.2	39.9	14.9	54.8
	8	190	99.5	37	48.6	14.4	63
<b>Science</b>							
<b>2010</b>	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
<b>2011</b>	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	220	99.6	38.2	54.1	7.7	61.8
	8	92	97.8	57.5	35.6	6.9	42.5

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>2010</b>	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
<b>2011</b>	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	220	100	34.1	38.5	27.4	65.9
	8	97	100	38.7	40.9	20.4	61.3
<b>Writing</b>							
<b>2010</b>	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
<b>2011</b>	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	N/A	N/AV	N/A	N/A	N/A	N/A
	8	190	99.5	41.4	43.6	14.9	58.6

Abbreviations for Missing Data

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