



Fairfield Intermediate

1647 US HWY 321 BY-PN

Winnsboro, SC 29180

Grades	4-6 Elementary School	
Enrollment	422 Students	
Principal	Dr. Carolyn Donelan	803-635-4810
Superintendent	Dr. Samantha J. Ingram	803-635-4607
Board Chair	Mr. Harold C. Heath	803-635-5775

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	At-Risk	Below Average
2007	At-Risk	Below Average
2006	At-Risk	At-Risk
2005	Below Average	Below Average
2004	Below Average	Below Average

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

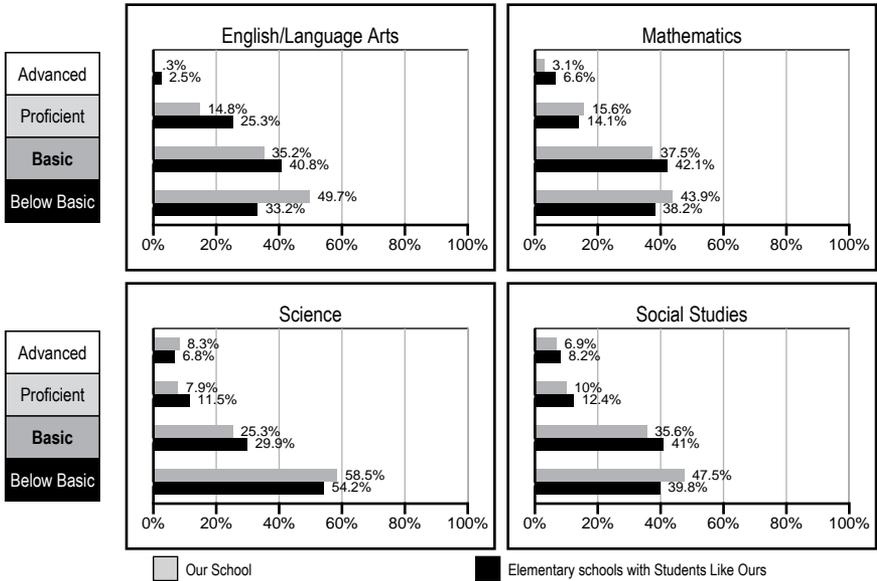
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 97.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	4	8	57	61

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



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

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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=422)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	1.9%	Up from 1.8%	3.1%	2.3%
Attendance rate	94.5%	No Change	96.0%	96.3%
Eligible for gifted and talented	8.0%	Down from 10.7%	3.4%	10.4%
With disabilities other than speech	18.5%	Down from 19.6%	7.8%	7.5%
Older than usual for grade	1.9%	Down from 2.4%	1.2%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.2%	Up from 0.0%	0.0%	0.0%
Teachers (n=41)				
Teachers with advanced degrees	58.5%	Up from 53.5%	54.3%	56.7%
Continuing contract teachers	61.0%	Down from 76.7%	69.2%	77.3%
Teachers with emergency or provisional certificates	9.1%	Up from 2.7%	0.0%	0.0%
Teachers returning from previous year	83.7%	Down from 85.2%	83.0%	86.4%
Teacher attendance rate	96.9%	Up from 94.5%	95.0%	94.9%
Average teacher salary	\$45,968	Up 2.3%	\$43,916	\$45,345
Professional development days/teacher	6.5 days	Down from 10.7 days	13.4 days	12.6 days
School				
Principal's years at school	3.5	Up from 2.5	3.0	4.0
Student-teacher ratio in core subjects	13.7 to 1	Down from 15.0 to 1	16.6 to 1	18.5 to 1
Prime instructional time	90.7%	Up from 87.4%	89.3%	89.8%
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*	\$10,858	Up 3.2%	\$8,142	\$7,052
Percent of expenditures for instruction*	62.0%	Down from 67.3%	68.6%	69.1%
Percent of expenditures for teacher salaries*	58.3%	Up from 57.1%	61.5%	64.2%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Fairfield Intermediate School serves 427 students in grades four through six. "Highly qualified" teachers and a leadership team consisting of the principal, assistant principal, district instructional facilitator and curriculum specialist, collaboratively address student learning gaps in order to improve student achievement. The Red Carpet designation highlights courteous and professional staff, prompt office assistance, and a clean and appealing building where students learn.

Implementation of a district-wide curriculum was supported by weekly common grade-level planning, as well as data meetings to analyze assessment results used to guide instruction. On-going staff development was provided throughout the year, with consultants focusing on writing common assessments, utilization of PACT, MAP, and CRT data, integration of math and science, and improving reading and writing skills. Daily intervention was also provided to assist academic and behavioral performance of students.

A concerted effort to involve parents in their child's education was provided through parent nights, family game nights, workshops to assist parents with the Math and Science Fair projects, and newsletters. Quarterly awards programs recognized students for both academic and behavioral progress. A special PACT Rally recognized students for their good performance on the previous PACT, and also motivated students to do their best on the upcoming PACT. The counselors hosted Muffins for Moms, Donuts for Dads, Grits for Grandparents, Character Education activities, and Career Day.

One of our fifth grade students won the district Lieutenant Governor's Writing Contest again this year. The district fourth and sixth grade spelling bee winners were from Fairfield Intermediate School. Students participated in community activities such as Rock-Around-the Clock, the district Read-In, USC Region II Science and Engineering Fair, and musical activities highlighting the Stage Band and Chorus. A partnership with Clemson Extension Agency provided the Junior Master Gardeners Club for selected students.

An active P.T.O. provided incentives for the students and supported teachers' efforts to improve student achievement. Representative School Improvement Council members attended training to support the continued effectiveness of the group. This year, collaborative efforts among the staff, P.T.O., and S.I.C. have supported our goal of continuous student improvement-where no child is left behind.

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	42	133	80
Percent satisfied with learning environment	45.2%	63.2%	61.5%
Percent satisfied with social and physical environment	46.3%	54.6%	60.8%
Percent satisfied with school-home relations	30.0%	77.9%	60.8%

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

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School Adequate Yearly Progress

NO

This school met 11 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. Sanction: Implement the restructuring plan.
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	1.8%
Classes in high poverty schools not taught by highly qualified teachers	4.1%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	94.5%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	417	99	48.7	35.7	14.6	1	25.1	29.9	48.2	No	Yes
Gender											
Male	217	98.6	56.1	32.2	10.2	1.5	21.5	24.7	41.7	N/A	N/A
Female	200	99.5	40.9	39.4	19.2	0.5	29	34.8	55	N/A	N/A
Racial/Ethnic Group											
White	77	97.4	38.9	33.3	25	2.8	36.1	33.3	60	No	Yes
African American	330	100	51.3	35.8	12.3	0.6	22	29.2	31.7	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	70.4	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	I/S	42.1	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	47	I/S	I/S
Disability Status											
Disabled	99	98	80.2	15.6	1	3.1	9.4	8.7	16	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	I/S	31.6	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	379	99.5	50	35.4	13.7	0.8	23.6	27.6	34	No	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	417	99.3	43.1	37.8	15.8	3.3	28.1	28.5	45.8	No	Yes
Gender											
Male	217	99.1	48.1	33	15.5	3.4	25.7	25.9	45.6	N/A	N/A
Female	200	99.5	37.8	43	16.1	3.1	30.6	31.1	45.9	N/A	N/A
Racial/Ethnic Group											
White	77	97.4	25	38.9	26.4	9.7	47.2	34.3	59	No	Yes
African American	330	100	47.2	37.7	13.2	1.9	23.3	27.3	26.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	71.3	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	I/S	50	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	46.2	I/S	I/S
Disability Status											
Disabled	99	98	74	18.8	5.2	2.1	12.5	9.9	17.1	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	I/S	45	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	379	99.7	44.4	37.8	15.3	2.5	27.1	26.6	31.4	No	Yes

* Adj - 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

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	282	99.3	57.4	25.9	8.1	8.5	16.7	14.9	35.7	94.5	95.8
Gender											
Male	144	98.6	54	27.7	9.5	8.8	18.2	15.9	37.4	94.2	95.5
Female	138	100	60.9	24.1	6.8	8.3	15	13.9	33.8	94.8	96
Racial/Ethnic Group											
White	54	98.2	31.4	35.3	17.6	15.7	33.3	25	49.2	94.1	94.6
African American	221	99.6	64.2	23.6	5.7	6.6	12.3	12.9	17	94.6	96
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	N/A	N/A
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	26.7	24.9	95.4
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	37.4	N/A	N/A
Disability Status											
Disabled	60	98.3	75.9	15.5	3.4	5.2	8.6	6.2	14	93.3	94.4
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	14.3	24.4	95.2	95
Socio-Economic Status											
Subsided meals	254	99.6	59	25.4	7.4	8.2	15.6	13.5	21.1	94.5	95.6
Social Studies											
All Students	279	99.6	46.8	35.8	10.2	7.2	17.4	16.3	34	94.5	95.8
Gender											
Male	145	99.3	47.4	36.5	7.3	8.8	16.1	15.4	36.6	94.2	95.5
Female	134	100	46.1	35.2	13.3	5.5	18.8	17.1	31.3	94.8	96
Racial/Ethnic Group											
White	52	98.1	32.7	42.9	16.3	8.2	24.5	22.2	44.5	94.1	94.6
African American	222	100	50	34.4	8.5	7.1	15.6	15.5	19.1	94.6	96
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	N/A	N/A
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	15.4	27.5	95.4
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.7	N/A	N/A
Disability Status											
Disabled	64	98.4	61.3	25.8	8.1	4.8	12.9	6.4	14.4	93.3	94.4
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	7.7	27.3	95.2	95
Socio-Economic Status											
Subsided meals	256	100	48.4	34	11.1	6.6	17.6	14.4	21	94.5	95.6

* Adj - 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

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	125	98.4	32.5	46.7	20.8	0	20.8
	5	145	99.3	44	42.6	12.8	0.7	13.5
	6	143	99.3	45.5	37.9	15.9	0.8	16.7
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	145	99.3	40.9	38	19	2.2	21.2
	5	127	99.2	50.8	36.7	12.5	0	12.5
	6	145	98.6	54.6	32.6	12.1	0.7	12.8
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	125	100	50.8	32	14.8	2.5	17.2
	5	145	100	53.5	35.2	9.2	2.1	11.3
	6	143	100	31.6	51.1	13.5	3.8	17.3
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	145	99.3	42.3	40.1	11.7	5.8	17.5
	5	127	99.2	42.5	33.3	23.3	0.8	24.2
	6	145	99.3	44.4	39.4	13.4	2.8	16.2
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	125	100	65.3	19.8	11.6	3.3	14.9
	5	74	100	62.9	28.6	1.4	7.1	8.6
	6	71	100	67.2	23.4	4.7	4.7	9.4
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	145	99.3	48.9	31.4	9.5	10.2	19.7
	5	62	98.4	59.3	22	6.8	11.9	18.6
	6	75	100	71.6	18.9	6.8	2.7	9.5
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	125	100	53.7	37.2	5.8	3.3	9.1
	5	74	100	59.4	29	10.1	1.4	11.6
	6	75	100	34.8	47	16.7	1.5	18.2
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	144	99.3	43.4	37.5	10.3	8.8	19.1
	5	65	100	56.7	31.7	10	1.7	11.7
	6	70	100	44.9	36.2	10.1	8.7	18.8
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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